

**THE STRATEGIES USED BY ENGLISH TEACHERS IN
TEACHING SPEAKING (A DESCRIPTIVE STUDY AT SMP
NEGERI 23 SURAKARTA IN ACADEMIC YEAR 2020/2021)**

THESIS

**Submitted as a Partial Requirements
For the Undergraduate Degree in English Education**



Written By :

ERSA NUR ARODJIAH

SRN. 163.221.242

**ENGLISH LANGUAGE EDUCATION
CULTURES AND LANGUAGES FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA
2020**

ADVISOR SHEET

Subject: Thesis of Ersa Nur Arodjiah

SRN : 163221242

To:

The Dean of Cultures and Language Faculty

IAIN Surakarta

In Surakarta.

Assalamualaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Ersa Nur Arodjiah

SRN : 163221242

Title : The Strategies Used by English Teachers in Teaching Speaking
(A Descriptive Study at SMP Negeri 23 Surakarta in Academic
Year 2020/2021)

has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamualaikum Wr. Wb.

Surakarta, December 16th 2020

Advisor


Sabariyanto, M.Pd.

NIP. 19750325 201701 1 164

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “**THE STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING SPEAKING (A DESCRIPTIVE STUDY AT SMP NEGERI 23 SURAKARTA IN ACADEMIC YEAR 2020/2021)**” by Ersa Nur Arodjiah has been approved by the Board of Thesis Examiners as the requirements for Undergraduate Degree in English Language Education, Cultures and Languages Faculty in The State Islamic Institute of Surakarta.

The Board of Examiners:

Chairman : Ika Sulistyarini, M.Pd.
NIP. 19870404 201903 1 005

()

Secretary : Sabariyanto, M.Pd.
NIP. 19750325 201701 1 164

()

Main Examiner : H. Zainal Arifin, S.Pd., M.Pd.
NIP. 19730820 200312 1 003

()

Surakarta, December 16th 2020

Approved by

The Board of Cultures and Languages Faculty



Dr. Toto Suharto, S.Ag., M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

The thesis is dedicated to:

1. Allah S.W.T.
2. My beloved parents (Mr. Edy Suwarsono and Mrs. Rini Sofiani).
3. My beloved brother (Erfian Ichsan Kelana).
4. My beloved sister (Erdylla Tri Maulidar).
5. My beloved grandmother (Mrs. Tien Kartini).
6. My beloved friends (F.N.I.I.T.A)
7. My Almamater State Islamic Institute of Surakarta.

MOTTO

And (remember) when your Lord proclaimed, “If you are grateful, I will surely increase you (in favor); but if you deny, indeed, My punishment is severe. ”

(Q.S. Ibrahim: 7)

*Working hard is important, but there’s something that matters even more:
believing in yourself.*

(Harry Potter)

No one has ever become poor by giving.

(Anne Frank)

PRONOUNCEMENT

Name : Ersa Nur Arodjiah

SRN : 16.32.2.1.242

Program : English Language Education

Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled “THE STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING SPEAKING (A DESCRIPTIVE STUDY AT SMP NEGERI 23 SURAKARTA IN ACADEMIC YEAR 2020/2021)” is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

If after proven that my thesis has discrepancies, I am willing to take academic section in the form of repealing my thesis and academic degree.

Surakarta, December 16th 2020

Stated by,



Ersa Nur Arodjiah

SRN 16.32.2.1.242

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “THE STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING SPEAKING (A DESCRIPTIVE STUDY AT SMP NEGERI 23 SURAKARTA IN ACADEMIC YEAR 2020/2021)” Peace be upon to Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without help, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This gratitude goes to:

1. Prof. Dr. Mudofir, S.Ag., M.Pd as the Rector of State Islamic Institute of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag as the Dean of Cultures and Language Faculty of State Islamic Institute of Surakarta.
3. Budiasih, S.Pd., M.Hum as the Head of English Language Education of Cultures and Language Faculty of State Islamic Institute of Surakarta for her permission to the researcher in conducting this study.
4. Sabariyanto, M.Pd as the advisor for his guidance, permission, approval, valuable advices, corrections, and helps to revise all mistakes during the entire process of writing this thesis, also for the motivation and encouragements to the researcher.

The researcher realizes that this thesis is far from perfect. Therefore, every kind of constructive comment, critic, suggestion, also advices are very much appreciated. Last but not least, the researcher hopes for this thesis to be useful for whoever reading this.

Surakarta, December 16th 2020

Sincerely, the Researcher

Ersa Nur Arodjiah

TABLE OF CONTENT

ADVISOR SHEET	i
RATIFICATION	ii
DEDICATION.....	iii
MOTTO.....	iv
PRONOUNCEMENT	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENT	viii
ABSTRACT	xi
LIST OF TABLES.....	xii
LIST OF APPENDICES	xiii
CHAPTER I.....	1
INTRODUCTION	1
A. Background of Study.....	1
B. Problems Identification.....	8
C. Problem Limitation.....	9
D. Problem Statement.....	10
E. Objective of Study.....	10
F. Benefit of Study	10
G. Definition of Key Terms.....	11
CHAPTER II	13
THEORETICAL REVIEW	13
A. Speaking	13
1. Definition of Speaking.....	13
2. Function of Speaking.....	13
3. Types of Speaking	15
4. The Purposes of Speaking.....	17
5. The Components of Speaking	17
6. Measurement of Speaking.....	22
B. Teaching Speaking	25

1. Definition of Teaching Speaking	25
2. Principles of Teaching Speaking	26
3. Teachers Roles in Teaching Speaking	27
4. The method/technique used the teacher in teaching speaking	28
C. Teaching Strategy	32
1. Definition of Strategy	32
2. Definition of Teaching Strategy	33
3. Strategy in Teaching and learning Speaking	36
D. Problems Faced By English Teachers In Teaching Speaking Strategies	41
E. Previous Study	42
CHAPTER III	47
RESEARCH METHODOLOGY	47
A. Research Design	47
B. Time and Place of Research	49
C. Subject of the Research	51
D. Source of Data	51
1. Informant	52
2. Documentation	52
E. Technique of Collecting The Data	52
F. Data Analysis	59
G. Trustworthiness of the Data	61
CHAPTER IV	63
RESEARCH FINDING AND DISCUSSION	63
A. Finding	63
1. How are the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?	63
2. What are the problems faced by the English teachers in applying strategies to teach speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?	75
B. Discussion	81
1. How are the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?	82

2. What are the problems faced by the English teachers in applying strategies to teach speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?	84
CHAPTER V	87
CONCLUSION AND SUGGESTION	87
A. Conclusion	87
B. Suggestion.....	89
REFERENCES	91

ABSTRACT

Ersa Nur Arodjiah. 2020. *The Strategies Used by English Teachers in Teaching Speaking (A Descriptive Study at SMP Negeri 23 Surakarta in Academic Year 2020/2021)*. Surakarta: English Language Education of Cultures and Languages Faculty. The State Islamic Institute of Surakarta.

Advisor : Sabariyanto, M.Pd

Keywords : Teaching Strategy, Teaching Speaking, Speaking

In speaking English, students tend to have problems with limited vocabulary, pronunciation accuracy, self-confidence, and others. That happens because of many factors, one of which is the teacher's strategy. The teacher's strategy has a lot of influence on students' talk. Teacher strategies will help students speaking mastery. From these statements, the researcher analyzed the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta. The objectives of this research were (1) to identify how are the strategies used by English teachers in teaching speaking; and (2) to find out the problems faced by the English teachers in applying strategy to teach speaking.

The design of this research is a descriptive qualitative research. The subjects of this research are English teacher who teach in seventh and eighth grades of SMP Negeri 23 Surakarta. There are 3 English teachers. The data of this research were collected by questionnaire and supported with interview. The collected data were analyzed by Miles and Huberman theory in Sugiyono, they are: data reduction, data display, and drawing conclusion. Then, to point out the trustworthiness of the data, this research used methodological triangulation.

The result of this research showed that English teachers implement various plans, methods, approaches or a series of activities designed to achieve educational or teaching goals, as stated by the theory of Syaiful Bahri Djamarah (2010) that describes about basic strategy in teaching and learning speaking, they are: identify and establish specifications and qualifications for the expected changes in behavior and personality of students, choosing a learning approach system, selecting and determining procedures, methods and teaching techniques, and establishing norms and minimum limits of success or criteria and standards of success. For the problems faced by the English teacher is the speaking problems as stated by Penny Ur's (2000) they are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

LIST OF TABLES

Table	Page
2.1 Speaking Assessment Rubric	22
3.1 Time of Research	49
3.2 Questionnaire Blueprint	54
3.3 Interview Blueprint	57

LIST OF APPENDICES

Appendix		Page
1	Research Subjects	99
2	Interview Transcripts	101
3	Questionnaire Result	113
4	Photographs	123
5	Research Permit	125

CHAPTER I

INTRODUCTION

A. Background of Study

English in academics and other fields, especially in the era of the industrial revolution 4.0 has dominated the world. Welsch and Fischer (2016) stated that the Industrial Revolution 4.0 had an impact on the development of various fields as a consequence of the existence of the latest technological inventions such as the design of certain software. Schwab (2016) adds that the impact occurs on all aspects not only what we do but also who we are. Language, including this, is an aspect of our identity. Until now English is still used as the language of diplomacy, business, tourism, education, science, entertainment, computer technology and media at the international level. In addition, English is also often used as a language of instruction in the development of communications, technology, internet, and software which are the main needs of the current millennial era. However, over the years, the use of English has become increasingly popular in Indonesia and has become a premier need for people in this country.

In the context of developing the role of English in Indonesia, speaking ability seems to be the main target for English learners at the school, university and general learner level. This is also related to the implementation of the ASEAN free trade area. That is why English is determined as one of the main subjects in the school curriculum in Indonesia (Sudrajat, 2011). According to Thornbury

(2005) speaking is one important component of the English learning curriculum because it will be the basis for the growth of other oral skills and has a close relationship with listening. Therefore, speaking skills enable students to create connections between what they know and what they learn.

Basically there are factors affecting speaking, example some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening, and feedback during speaking tasks (Tuan & Mai, 2015). In this case, students 'confidence and enthusiasm in speaking are the most important factors in the development of students' verbal skills or communication. The fear of speaking English is pertinent to some personality constructs like self confidence, anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). However, in the context of learning English in countries that study English as a foreign language (EFL) as in Indonesia, students tend to have problems with limited vocabulary, pronunciation accuracy, and also environmental limitations. These factors sometimes make them lazy to learn English and they tend to rarely use English in their environment such as in the classroom, work, school, environment where they live or at home.

Speaking is also a way to communicate ideas and messages verbally. To enable students to communicate, teachers need to apply language in real communication. According to Bilbrough (2007), speaking is an ability with the aim of expressing a recognized purpose and later the interlocutor will process the

speaker's statement with the aim of recognizing those intentions. However Brown, Gillian and Yule (1999) state that the topics discussed in speaking lessons can also depend on the complexity of the information to be communicated, but in fact learners often find it difficult to clarify what they want to say. Actually speaking is a way to express our thoughts and ideas. This statement is supported by Collie & Stephen (2006), they state that speaking is referred to as verbal communication or expression of thoughts, ideas, and feelings in the form of words.

According to Al-Jarf (2012), speaking is an oral ability to achieve pragmatic goals through interactive discourse with other speakers of the same language. Speaking as a form of communication to interact with people verbally. In speaking, people are expected to be able to communicate their ideas, feelings and opinions. The aim is that participants can create comfortable social interactions and communicate well. In line with this statement, Hakim (2015) stated that in general students in Indonesia were reluctant to speak English because of the problem of lack of vocabulary and phrases to express their ideas in English. Therefore, someone who is an expert in transferring their knowledge to these students is needed as a teacher as an educator.

In the national education system law (UU SISDIKNAS No.20 in 2003 chapter 1, article 1, paragraph 6, explained that Educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, instructors, facilitators, and other designations that are appropriate to their specialty, and participate in organizing education. According to the education system law, teachers as educators participate in organizing education and learning.

The teacher's goal in providing learning is to equip students must be supported by methods or learning strategies from the teacher that are appropriate for each subject.

The teacher or instructor is an important component that influences student development. Leo (2013) states that a teacher is an educator as well as a professional scientist whose main job is to change, develop and disseminate science, technology and art through education, research and community service; also educated and shows high performance. The idea was actually stated by the first Minister of Education of the Republic of Indonesia, Ki Hajar Dewantara who showed three important characteristics of a professional teacher. But now it is a little difficult to find teachers or lecturers who are able to fulfill these characteristics. The characteristic in question is "Ing ngarso sung tuladha" which means in the future, the teacher becomes a model; "Ing madya mangun karsa" which means in the middle, the teacher is a motivator; and "Tut wuri handayani" which means behind, the teacher is a supporter.

On the other hand, the teacher's attitude is very important, because it will influence the development of students' minds and talents. In this case, Leo (2013) also believes that attitude is a very important characteristic for a teacher. A positive attitude is a great asset for dealing with all life problems in the best way. The problem is not only as a teaching profession etiquette, but it has a high enthusiasm and is easy to remember to convey to our students.

A teacher's professional attitude is often invisible but certainly felt by students. Harmer (2007) states that good teachers will prepare everything well. He

will always prepare lessons and teaching material before he confronts his students. He will follow the flow as usual and be ready to arrange scheduled activities. He will also be prepared with lessons that do not go according to plan because he will have a backup plan and is willing to change his plans if necessary.

Based on the researchers' experience while studying in junior and senior high school, most of the students do not speak English. In addition, those who graduate from high school do not have sufficient ability to speak English because teaching English in Indonesia is considered unsuccessful. That happens because of many factors, one of which is the teacher's strategy. The teacher's strategy has a lot of influence on students' talk. Teacher strategies will help students speak mastery. The level of speaking of students is also influenced by the teacher's strategy in speaking. Now all teachers have strategies to improve students' in speaking

Junior high schools in Indonesia have started applying English as a compulsory lesson, including in Surakarta. In this case, the researcher chooses SMP Negeri 23 Surakarta. The researcher's reason chooses SMP Negeri 23 Surakarta because of the different backgrounds of the students, some were able to speak English, some were not fluent in English. This happens because SMP Negeri 23 Surakarta is a public school in which students come from villages or cities. The school is one of the public schools in Surakarta which is a place or research subject for researcher. This school is not located in the city center, but rather on the edge of the city center and adjacent to the houses of local residents

which are located on Jl. Adi Sumarmo, Banyuanyar, Banjarsari, Surakarta, Central Java.

English subjects exist and are applied at the junior high school level, especially in this junior high school. English lessons at SMP Negeri 23 Surakarta have 2 meetings in a week. This applies at all grade levels, from grade 7th to grade 9th. In 1 meeting the time used is 2 x 40 minutes or 80 minutes. In learning English according to the observations of the researcher, at SMP Negeri 23 Surakarta some skills are taught. Starting from the input that is listening and reading, then the output is speaking and writing. The researcher focuses on the teachers strategy. In speaking, the way and learning process in SMP Negeri 23 Surakarta is by repetition of the vocabulary practice or memorizing the dialogue given by the teacher. The method is done continuously and is very commonly used at the school. In addition, the teacher usually instructs students to come to the front of the class or to persuade students to stand up and say the sentence given by the teacher in front of their peers, it serves to train students' confidence in public speaking. However, the researcher did not make further observations. this happened because there was the Covid-19 pandemic.

Based on pre-research result according to Mrs. M.I.D.A, S.Pd, in this school students are divided into two parts, the first has the confidence to speak, the second does not have the confidence to speak. This school is a public school located in the suburbs, therefore only a few students are good at speaking from the beginning of junior high school so the teacher teaches about speak from basic to level for all students. In addition, students in this school have a great interest in

learning English. This shows many students of this school are excited when English lessons take place and some of them join in extra English activities held by the school. This is a unique problem because suburban and ordinary schools can have a number of students who love learning English and who don't have the confidence to learn English especially speaking.

Brown (2000: 143) states that there are several factors that affect students' speaking performance such as; anxiety, nervousness, and lack of confidence. So, the English teachers of SMP Negeri 23 Surakarta must have a strategy to improve all the factors that affect students' speaking. The students of SMP Negeri 23 Surakarta are often ashamed to speak English because they have low ability to speak. It is important to build student confidence in speaking. The teacher must make the classroom atmosphere more pleasant to build student motivation to speak.

Using interesting strategies in teaching speaking avoids students feeling bored in the teaching and learning process. Students can enjoy teaching and learning. There are several obstacles that teachers find in English classes when teaching speaking because the strategies teachers use in teaching make students bored. Students can enjoy the learning process when the situation created by the teacher pleases them. In this study, researchers used three regular classes from grades 7th and 8th. In grade 9th it was not allowed by the school because it would prepare a national exam. In addition the subject under study was three English teachers who taught different classes. So there will be 3 different teaching methods or strategies from the three teachers. The strategies used by three English

teachers in this school in teaching speaking are different. Mrs. M.I.D.A, S.Pd, using group discussion strategies, students discuss the dialogues given by the teacher then read aloud. Mr. Drs. E.D.S. uses an audio visual teaching strategy, students are very interested in this method because students see pictures or videos and then imitate speaking according to the conversation from the video being shown. Mr. S.U.Y, S.Pd, did not use a specific teaching strategy, but following a book that was used as a guide provided by the school. Some strategies used in accordance with the learning book are reading aloud, speaking according to the dialogue in the book, and others. So, this research is important to know the teacher's strategy in teaching speaking which is used by English teachers in the school. So other teachers can take this research as a reference for teaching speaking.

Based on the reasons above, the researcher believes that this research can be beneficial for students and teachers. So, the writer is interested in conducting a study entitled **“The Strategies Used By English Teachers In Teaching Speaking (A Descriptive Study At Smp Negeri 23 Surakarta In Academic Year 2020/2021)”** because the writer wants to analyze what strategies are normally used by the teacher in teaching speaking to students. In addition, the authors also want to find out the problems faced by the English teachers in applying strategies to teach speaking

B. Problems Identification

Identification of a research problem is the first and most important step in research process. A broad area is selected and then broad topic delimited or

narrowed down to specific sentences statement of the problem. In this study, the researcher finds some problems identification as follows:

1. Student's pronunciation in speaking is low.
2. Student's vocabulary mastery is low.
3. Student's grammar knowledge is low.
4. Teacher needs more efforts to make student to be more active.
5. Teacher needs more efforts to make student to be more confident in speaking English.
6. Teacher needs more ways to make student are interested in English.
7. The English teaching learning is boring for student.
8. Teaching strategy is less precise affecting student.
9. Daily conversation is not applied effectively.
10. English club is not held routinely and orderly.
11. Student's have different background.

C. Problem Limitation

This research is limited to the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta. The researcher selected three English teachers who became teachers at a different class level in 7th and 8th grade students of SMP Negeri 23 Surakarta. The researcher focuses on analysis of the teaching strategies and the teachers' problems faced in the teaching speaking at the 7th and 8th grade student of SMP Negeri 23 In Academic Year 2020/2021.

D. Problem Statement

By the considering of background of study above, the problem statement are formulated as follows:

1. How are the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021 ?
2. What are the problems faced by the English teachers in applying strategies to teach speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?

E. Objective of Study

Based on the research problem above, the objectives of the study are as follows:

1. To identify how are the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021.
2. To find out the problems faced by the English teachers in applying strategy to teach speaking at SMP Negeri 23 Surakarta in academic year 2020/2021.

F. Benefit of Study

This study is expected to bring some benefits especially for researcher, reader or teacher, and the university commonly. The researcher benefits are:

1. Theoretical Benefit
 - a. Giving description about the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021.
 - b. Giving a useful description for any further researcher who wants to study the topic, hopefully this study becomes a helpful source of information and reference.
2. Practical Benefit

a. To the reader

Hopefully, they will gain a lot of knowledge of the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021.

b. To the researcher

Hopefully, this research will be able to give valuable information dealing with the usage of the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021.

c. To the school

Hopefully, it is expected that the result of the research can increase the quality of the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021.

G. Definition of Key Terms

The some of terms which are very important to describe the research related to the title of the research that is The Strategies Used by English Teachers In Teaching Speaking (A Descriptive Study At Smp Negeri 23 Surakarta In Academic Year 2020/2021).

1. Teaching strategy, (Brown 2001:210) stated that no teaching strategy is better than others in all circumstances, so you have to be able to use a variety of teaching strategies, and make rational decisions about when each of the teaching strategies is likely to be most effective.

2. Teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly Cohen (in Ball and Forzani, 2009).
3. Speaking, Thornbury (2005) gives the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turns. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.
4. Descriptive Study is a study that tries to reveal patterns associated with a specific disease without an emphasis on pre-specified hypotheses. Sometimes the types of studies are called hypothesis generating studies (to contrast them with hypothesis testing studies). There are three general reasons that you might want to conduct a descriptive study help in planning resource allocation Meleong (2001:5)

CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

Speaking is one of two kinds of productive skills besides writing. Nunan stated that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Speaking is daily routinity to communicate with other people. As stated by Thornburry (2005:1) that speaking is so much part of daily life that we take it for granted.

According to Richard and Renandya (2002), the learners study English in order to develop their language in speaking. Speaking is used for various purposes that are to express opinion, to describe something, to complain about something, to persuade someone, or to make polite requests.

Based on the definitions of speaking above, the researcher can summarize that speaking is the capability of using language, a skill to share someone's ideas, information, suggestion and feeling to other people orally that is used in part of daily life.

2. Function of Speaking

Numerous attempts had been made to classify the factions of speaking in human interaction. Brown and Yule (in Richards, 2008: 21) made a useful distinction between the interactional functions of speaking, in which it serves

to establish maintain social relations, and the transaction functions, which focus on the exchange of information.

Brown and Yule (in Richards, 2008: 21) divide the function of speaking into three part versions: (1) talk as interaction, (2) talk as transaction, (3) talk as performance.

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. They focus more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as a transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is they interact socially with each other. Burns (Richards, 2008: 26) distinguishes between two different types of talk as transactions. The first type involves situations where the participants focus primarily on what is said or achieved, such as asking someone for directions. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. Talk as performance

The third type of talk can usefully have been called talk as performance. This refers to public talk, that is, talk that transmits public announcements, and speeches. Based on the theories above, it can be concluded that speaking has three functions: (1) talk as interaction that is more emphasized on social interaction in the community, (2) talk as transaction that refers to person's message to be understood by others, (3) talk as performance that is emphasized in formal situations, such as speech.

3. Types of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, as follow :

a. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b. Dialogue

It is different with monologue; Nunan (2001) says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says.

Nunan, according to Harmer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

4. The Purposes of Speaking

It is beneficial to understand about the purposes of speaking for themselves. According to Lynch and Anderson in Hazairin, Hasan and I.S.P Nation Express (2009) there are eight purposes of studying speaking:

- a. To achieve and extend the learner's linguistic competence
- b. To increase their confidence in using spoken English
- c. To develop their ability to analyze and evaluate spoken performance
- d. To sharpen their strategy competence in face-to-face interaction
- e. To convey their message to someone else.
- f. The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.
- g. There are plenty of opportunities to produce.
- h. The learners talk about things that are largely familiar to them.

5. The Components of Speaking

According to Hughes (2003), there are five components of speaking, namely: pronunciation, grammar, vocabulary, fluency and comprehension.

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate

effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other

definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from the statement above, it can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

c. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies will be easier to express our ideas, feelings and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information; in addition, its function is to make the listeners easily catch the information from the speaker.

6. Measurement of Speaking

To know the improvement of students' speaking skills has been made by the students after being treated by some problem sticks, their speaking ability will be measured by speaking measurement adapted from Arthur Hughes (2003) collaborated with FSI (foreign service instate). There are five components have rating range from 1-6 with different weighting points from the lowest to the highest.

The speaking measurement contains some components elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension.

Table 2.1 Speaking Assessment Rubric

Pronunciation	
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	Foreign accent require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of foreign accent.

Grammar	
1	Grammar is almost entirely an inaccurate expert in stock phrases.
2	Constant error showing control of very few major patterns and fluently preventing communication.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during interview
Vocabulary	
1	Vocabulary inadequate for evens the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical

	problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speakers
Fluency	
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.
Comprehension	
1	Understand too little for the simplest type of conversation
2	Understand only slow, very simple speech of common social and touristic topics, requires constant repetition and rephrasing.
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but many require considerable

	repetition and rephrasing
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

B. Teaching Speaking

1. Definition of Teaching Speaking

Teaching speaking is one of the important things in the process of teaching and learning. The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production (Hughes, 2003). Therefore, the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kayi, 2006).

Brown (2001: 271-272) states that in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever elusive meaning of language. The most important reason for teaching speaking

is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, (Ur, 2000: 56).

So teaching speaking is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

2. Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan (2003) such as:

- a. Consider about second and foreign language learning context. It is to clarify that the target language of a second language context is language of communications in the society since they use the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.
- b. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which a speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student's speech matches what people actually say when they use the target language.

- c. Give the opportunity for the students to talk by using pair and group work.
Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.
- d. Consider about the negotiating for meaning. It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.
- e. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for a special purpose. It includes both establishing and meaning social relationship.

3. Teachers Roles in Teaching Speaking

According Bryne (1997:2) the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- a. The presenting stage; when the teachers introduce something new to be learned, the teachers play a role as informants.
- b. The practice stage; when the teachers allow the learners to work under their direction, the teachers have a role as conductors and monitors.
- c. The production stage; when the teachers give the learner opportunity to work on their own.

It can be conclude that there are three roles in teaching speaking. They are the presenting, the practice stage, and the production stage. In the presenting stage, the teacher tells about new material that will be learned. The teacher gives knowledge and the direction about material. In practice stage, the teachers control the students when they in work under the teachers direction. The production stage, the teachers give the students task to do by their own.

4. The method/technique used the teacher in teaching speaking.

Hamruni (2009) said the technique is a way that is done by someone to implement a method that can run effectively and efficiently. The success of teaching speaking depends on the technique is used by the teacher in the class. According to Kayi (2006) there are some techniques that teacher can use in teaching English speaking.

a. Discussion

Group discussion may be composed of three to five students discussion in effective active activity or strategy in improving the students' ability because all components in the classroom (teacher and students) can play the role in the teaching learning process. They will practice their speaking skill with their relation regularly.

b. Role play

One other way of getting students to speak is role playing. Students pretend they are in various social contexts and have a variety of social roles. In roles play activities, the teacher gives information to the learner such as who they are and what they think or feel. Thus, the teacher can tell

the student that “you are David, you go to the doctor and tell him what happened last night, and....”

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate students. Second, they increase the self-confidences of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take some responsibility.

d. Information Gap

In this activity, the students are supposed to be working in pairs, one student will have the information that the other partner does not have and the partner will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner does not provide the information the other needs. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and

learners generate ideas quickly and freely. The good characteristic of brainstorming is the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates story telling fortifies creative thinking. It also helps students express ideas in the format of beginning, development, and ending including the characters and setting a story has. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as opening. In this way, not only will the teacher address students' speaking ability, but also get attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them become socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

h. Story completion

This is a very enjoyable, whole-class, free-speaking activity, a teacher starts to narrate from the previous one stopped. Each student is supposed to add from four to ten sentences. Student's calls add new characters, events descriptions and so on.

i. Reporting

Before coming to class, students are asked to read newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling friend in their daily lives before class.

j. Answer and question

Answer and question are the activities that will influence the development of the student's ability because they will respond what the teacher who asks to them and they also can ask the teacher if they face the strength of the material.

k. Picture Describing

One way to use picture in a speaking is to give students just one picture and having them describe what the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with the group, then, a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of learners as well as their public speaking skills.

1. Find the Difference

For this activity the students can work in pairs and each couple is given two differences picture, for example, picture of a boy playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and or difference in the picture.

Based on the theories above, it can be concluded that the method/technique in the speaking learning process can help the teacher in teaching speaking and abridging the teacher understanding the material for the students.

C. Teaching Strategy

1. Definition of Strategy

According to Abdul Majid (2013: 3) the strategy comes from "nouns" and "verbs" in Greek. As a noun, strategos is a combination of the words Stratos (military) and ago (to lead). As a verb, stratego means to plan (to plan actions). Hardy, Langlay, and Rose in Sudjana (2005) state: "Strategy is perceived as a plan or a set of explicit intention preceeding and controlling actions (a strategy is understood as a plan or will that precedes and controls activities)". According to Syaiful Bahri Djamarah (2010), "Strategy is a method or a method, whereas in general, strategy has the meaning of an outline of direction to act in an effort to achieve predetermined goals".

Based on the theoris definition of strategy above, strategy is the way to achieve a goal.

2. Definition of Teaching Strategy

Strategy is generally used to achieve success in achieving a goal. This means that strategy is important to achieve something. According to Hamruni (2009), strategy is defined as a plan, method, or series of activities designed to achieve certain educational goals. This means that in teaching a lesson, a teacher must have provisions, it is a strategy for the teacher. So that teachers can achieve teaching goals.

According to Syaiful Bahri Djamarah (2010) The strategy referred to here and at the same time used as a theoretical basis is a basic strategy in teaching and learning speaking, namely as follows:

- a. Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.
- b. Choosing a learning approach system based on the aspirations and outlook of life of the community.
- c. Selecting and determining procedures, methods and teaching techniques that are considered the most appropriate and effective so that they can be used as guidance by the teacher in carrying out their duties as a teacher.
- d. Establishing norms and minimum limits of success or criteria and standards of success and can be used as guidelines by teachers in evaluating learning outcomes which will then be used as feedback to perfect the instructional system as a whole.

It is worth mentioning here the differences between strategies, technical methods, and approaches to teaching. According to Gropper (1990) says that "a

teaching strategy is a plan for achieving goals. The teaching strategy consists of methods and techniques (procedures) that will ensure that students will actually achieve their goals. Strategy is broader than teaching methods and techniques ”.

According to Djamaludin and Abdullah Aly (1999: 144) in the capita selecta of Islamic Education, "the method comes from the words meta (through), and hodos (road). So the method is a path that must be followed to achieve a goal ". Sometimes methods are also distinguished by technique. The method is procedural, while the technique is more implementative. The point is the implementation of what actually happens (the teacher does) to achieve the goal.

Meanwhile, according to Ramayulis (2005: 127) the approach is any means or strategy used by students to support the effectiveness and efficiency in the learning process of certain materials. In this case a set of operational steps that are engineered in such a way as to solve problems or achieve certain learning objectives. Thus it can be said that the approach is a philosophical view of the subject matter that must be taught, which in turn gives birth to teaching methods and in its implementation described in the form of learning presentation techniques.

O'Neill, Geraldine and Tim McMahon (2005) explain about student-centered approach activities. Students learn from what they do, not from what the teacher says. The learning approach that is centered on students or children is a learning system that shows the dominance of students during learning

activities and the teacher only acts as a facilitator, guide and leader. The teacher-centered approach is a learning approach based on the view that teaching is imparting knowledge and skills (Smith, in Sanjaya, 2008: 96). In TCA, the teacher must be the center in teaching and learning activities. In TCA, teachers play a very important role. The teacher determines everything, what students have to master, it all depends on the teacher.

Furthermore, technique is a method that a person does in order to implement a method by paying attention to specific situations and conditions. According to Edward M. Anthony, quoted by Sudjana (2005: 13), defines "technique is a method of strategy used by teachers to achieve maximum results during teaching in certain parts of the lesson". For example, according to Ramayulis (2005: 6) the application of the problem-solving method in a class where the number of students is small requires a separate technique, in contrast to the application of the problem-solving method with a large number of students. Thus the use of the same method on students with different conditions will provide different techniques.

In addition to methods and techniques, strategy includes tactics. A tactic is a person's style of implementing a particular technique or method. Tactics are more individual in nature, even though two people use the lecture method in the same situation and conditions, of course they will do it differently, for example in tactics using illustrations or using language so that the material presented is easy to understand. Another example of the application of learning tactics, namely a teacher when delivering material often provides motivation

by telling stories of great people success, sometimes accompanied by humor. There are also teachers who prefer to use electronic aids to attract students' interest in learning, because they really master this field. Learning tactics are individual, according to the abilities, experiences, and personality types of the teacher concerned, Ramayulis (2005: 6).

From the explanation above, it can be concluded that a teaching strategy that is applied by the teacher will depend on the approach used, whereas how to carry out the teacher's teaching method can determine which techniques are relevant to the method, and the use of these techniques each teacher has tactics that may differ between teachers one another.

The difference between methods, techniques, and tactics is that the method is used to realize a predetermined strategy. The application of a single teaching and learning strategy makes it possible to apply several teaching methods. For example, the application of discovery strategies can be used: the jigsaw method, the mind-mapping method, the example-non-example method, the problem-solving method, etc.

Each strategy has its own characteristics. The teacher must be able to choose a strategy that is deemed suitable for teaching according to the circumstances.

3. Strategy in Teaching and learning Speaking

According Ur (2000:121) stated that there some manners in of teacher to solve some the problems in the speaking class. The strategies are explained in the following terms:

a. Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

The example of the strategy first the teacher assigns the task to the student then the teacher makes a small group, in the group consists of 2-4 people depending on the need in achieving the learning. In groups of students discussing about the material given by the teacher afterwards presented in front of the class from the results of the group's work.

b. Base the activities on easy language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before

the activity starts. Example, the teacher used dialog about the student's daily activity and repetition task related to the words of greeting.

c. Give some instructions or training in discussion skills

The participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in this group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

d. Keep students to speak the target language

The best ways to keep students in speaking the target language are: (1) try to be the model for them by using the target language, (2) remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students. Example, the teacher uses role play and dialog in teaching learning process.

From the explanation in theories above, it can be concluded that strategies in teaching speaking has four functions: (1) use the group work, (2) base the activities on easy language, (3) give some interactions or training in discussion skills, (4) keep students to speak the target language.

In learning context, teaching strategy as a pattern of teacher behavior that is recurrent, applicable to various subject matters, characteristics of more than one teacher, and relevant learning (Soli Abimanyu, 2008). W. Gulo (2002: 2) a

plan, method, or series of activities designed to achieve a particular education goal. To make a strategy required a set of teaching methods.

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling.

Cooperative activities can encourage negotiation of language items (Newton and Nation, 2009). Role plays are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). Creative tasks resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

In addition, designing activities for teaching speaking requires some principles to consider.

- a. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005).

- b. Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose (Thornbury, 2005).
- c. Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts (Brown, 2001). Besides, meaningful contexts for each activity is important to relate new material with what has been learned and experienced by students so that it can be stored in the long-term memory of students (Brown, 2001; Richards and Rodgers, 2002). Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship (Brown and Yule, 1999; Brown, 2001; Bailey, 2005; Thornbury, 2005; Richards, 2008).

Based on theories above, the researcher used theory from Syaiful Bahri Djamarah about basic strategy in teaching and learning speaking : identify and establish specifications and qualifications for the expected changes in behavior and personality of students; choosing a learning approach system; selecting and determining procedures, methods and teaching technique; establishing norms and minimum limits of success or criteria and standards of success.

D. Problems Faced By English Teachers In Teaching Speaking Strategies

In strategy to teach speaking, teachers face some problems. According to Greene, and Preety (1967) teachers often face the problems form, the duration of teaching and learning process is limited. The material on the text books is different from the lesson plan. Teacher's problems are the quantity of the students in the class because a better class should have 12 to 20 students because they need more attention in learning. He also stated that another problem which is encountered by a teacher came from the availability of the text books for the students.

Learning a foreign language is very useful if the lesson material relate to our daily activity or using real media to increase their curiosity in motivating the students (Ningsih & Fata, 2015). While Hammalainen (1995) said that the way to increase students' motivation of learners in studying is using movies, body movement, globe, picture and tape recorder.

Others problems that arecommonly faced by the teacher stated by Ur (2000) are related to individual learners personalities and attitude to the learning process and learning speaking in particular. **Inhibition** – fear of making mistakes, losing face, criticism, shyness. **Nothing to say** – learners have problems with finding motives to speak, formulating opinions or relevant comments. **Low or uneven participation** – often caused by the tendency of some learners to dominate in the group. **Mothertongue use** – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

Based on theories above, the researcher used theory from Penny Ur's problem faced in teaching speaking: inhibition; nothing to say; low or uneven participation; and mother-tongue use.

E. Previous Study

To prove the originality of this study, the researcher presents three previous researches that deal especially with teachers' strategy in teaching English.

The first research is conducted by Ana Faridatul Khasanah (103411003), "Teacher's Strategies in English Language Teaching for Mental Retardation Students" (A Descriptive Study at Seventh Grade Students of SLB ABC "SWADAYA" Kendal in the Academic Year of 2013/ 2014) from English Education Department of Education and Teacher Training Faculty of UIN Walisongo Semarang 2014. This research observed some strategies used by English teacher to teach English lesson to mental retardation. The purpose of this research is to find and understand the English teaching learning process for students with mental retardation in the seventh grade of SLB ABC "SWADAYA" Kaliwungu Kendal. The method of this research is descriptive qualitative research. The researcher uses some methods to collect the data, they are observation, interview, and documentation. Then the researcher uses qualitative descriptive analysis technique to analyze the data. The result of this research shows used in teaching learning speaking for mental retardation students, they are Total Physical Response (TPR), Grammar Translation Method (GTM), and Question-Answer. Besides, the researcher also observed the material and some

problems faced by teacher in teaching learning English to mental retardation students.

The research conducted by Ana Faridatul Khasanah has similarities on descriptive qualitative design and using Teacher's Strategies in Teaching English. The difference is the variables of the research, Ana Faridatul Khasanah uses methodology of teaching English language and uses Mental Retardation Students (Students of SLB ABC "SWADAYA" Kendal) as the subject. While this research uses specific focus Teacher's Strategies in Teaching Speaking and uses three English teachers of public school (SMP Negeri 23 Surakarta) as the subject, without students.

Second, research by Agung Ginanjar Anjaniputra English Education Study Program of Indonesia University of Education (2013) entitled "Teacher's Strategies In Teaching Speaking To Students At Secondary Level". This study is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they

responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

The research conducted by Agung Ginanjar Anjaniputra on descriptive qualitative design. Moreover, both of research use Teacher's Strategies in Teaching Speaking. The difference is the subject of research uses an English teacher and a class of 22 students. While this research uses three English teachers of SMP Negeri 23 Surakarta as the subject, without students.

Third, article by Saidna Zulfiqar Bin Tahir English Education Department and Hanapi Art and Literature Faculty, University of Iqra Buru, Maluku, Indonesia (2017) entitled "Lecturers' Method in Teaching Speaking at the University of Iqra Buru". This research aimed to reveal; what method was applied by lecturers in teaching speaking, how was the method applied in the classroom, and how was the students' perception toward the implementation of the method. This research employed qualitative research. The respondent of the current research were two non-native English lecturers who taught at the University of Iqra Buru in Ambon, Maluku. To collect the data, three kinds of the instrument were used; observation, interview and documents examination. The data were analyzed using Miles & Huberman technique who proposed three concurrent flows of action: a) data reduction; b) data display; and c) conclusion drawing/verification. The researchers found that; 1) The most of the method used in teaching speaking were grammar translation method, task-based, and lexical approach; 2) The implementing method in teaching speaking at the university consisted of material presentation and classroom discussion; 3) The students have

bad perception toward the implementation of lecturers' method and learning activities in teaching speaking.

The research conducted by Saidna Zulfiqar Bin Tahir has similarities on descriptive qualitative design and using variable Teaching Speaking. The difference is the variables of the research, Saidna Zulfiqar Bin Tahir uses lecturers' method in Teaching Speaking at the University of Iqra Buru. While this research uses Teacher's Strategies in Teaching Speaking at SMP Negeri 23 Surakarta.

Fourth, article by Ahmet Erdost Yastibas and Saban Cepik School of Foreign Languages, Zirve University, Gaziantep, 27260, Turkey (2015) entitled "Teachers' attitudes toward the use of e-portfolios in speaking classes in English language teaching and learning". This study observed E-portfolios that have been used in English language teaching (ELT) to assess and improve writing skills. They can also be used to assess and improve speaking skills. Though the attitudes of students toward the use of e-portfolios in speaking classes are known to be positive, teachers' attitudes toward this method is unknown. Therefore, this study aims to find out the attitudes and perceptions of teachers toward implementing the use of e-portfolios in speaking classes. As it is a small-scale qualitative study, semi-structured interviews were carried out with four listening and speaking teachers who use e-portfolios in their listening and speaking classes. The interviews were content analysed. The results indicated that teachers, like students have positive attitudes toward the implementation of e-portfolios in speaking classes, though there are some challenges to overcome.

The research conducted by Ahmet Erdost Yastibas and Saban Cepik on descriptive qualitative design. Moreover, both of research use variable of Teaching Speaking. The difference is the the variables of the research, Ahmet Erdost Yastibas and Saban Cepik uses Teachers' attitudes toward the use of e-portfolios in speaking classes in English language teaching and learning. While this research uses Teacher's Strategies in Teaching Speaking at SMP Negeri 23 Surakarta as the subject.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In the research, the present researcher proposes the qualitative method. According by Denzin and Lincoln (1994) as their Handbook of Qualitative Research has moved through time. Qualitative research is a positioned movement that finds the spectator in the world. It includes of a quality of explanatory, material is applies that makes the creation evident. They turn the world into a sequences of illustrations, including field notes, talks, dialogues, pictures, tape, and notes to the personality. This means that qualitative: researchers study belongings in their ordinary sets, trying to make intelligence of, or understand phenomena in terms of the implications people take to them (Creswell, 2007).

So, that is a research which employs the method of collecting data, describing, classifying and analyzing the data and then drawing conclusions to conduct the research. The first assumption hypothesis of qualitative research is a worldwide, the using of a theoretical lens and the study of research problems the meaning individual's groups that are considered to come from a social or human problem in investigating (Creswell, Qualitative inquiry and research design: choosing among five approaches (2nd ed), 2007).

Studying the problem for qualitative researchers is using an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive

to the people and places under study, and data analysis that is inductive and arranges patterns or themes. The final written report or presentation enrolls the voices of participants, and a complex description and interpretation (Creswell, 2007).

This study used a descriptive and qualitative method of analysis. This thesis collects the data, analyzes them, and draws a conclusion based on the data only. According to Bogdan and Taylor cited by Lexy J Moleong (2010), Qualitative method is “a research procedure that obtains descriptive data in written and spoken from the people and their behavior which is being observed (Moleong, 2010). Then collecting data in qualitative method research is in form of words or picture rather than numbers. Qualitative research is a research which is based on descriptive data rather than use statistical procedure. Qualitative research is based on efforts to build object views that are searched accurately, formed by words, holistic picture and complicated.

Beside using descriptive to analyze the data, the researcher takes needs analysis in order to collect the data. According to Lexy J. Moleong (2002: 103) explains that data analysis is the process of arranging data sequences, organizing them into a basic pattern, category, and description unit. It uses to collect all the data of the strategies used by English teachers in teaching speaking.

In conclusion, the research is descriptive qualitative method research. This research is qualitative research since the data are in the form of words than numbers. The researcher uses descriptive method to analyze the strategies used by English teachers in teaching speaking and to find out the problems faced by the

[illegible]

C. Subject of the Research

- a. The subject of this research is strategies used by Mrs. Maria Iska Danu Asri S.Pd (M.I.D.A.), Mr Drs. Edi Sanusi (E.D.S.) and Mr Suyono S.Pd (S.U.Y.) ,as an English teachers, in teaching speaking at SMP Negeri 23 Surakarta.
- b. The researcher takes three English teachers (Mrs. M.I.D.A, S.Pd, Mr Drs. E.D.S. and Mr S.U.Y, S.Pd) of SMP Negeri 23 Surakarta. The English teachers teach at different grade levels divided into 2 grade levels, 7th and 8th grade of SMP Negeri 23 Surakarta.
- c. The researcher chooses grades 7th and 8th, because grade 9th is in preparation for the national exam and is not allowed by the school. Mrs. M.I.D.A, S.Pd, Mr Drs. E.D.S. and Mr S.U.Y, S.Pd, as an English teachers teaches classes 7th and 8th. From the school, the researcher invites the class to choose the class taught by the 3 teachers.. And researchers choose classes, 7D, 8B and 8F because of the consideration of conducive learning atmosphere.

D. Source of Data

The sources of data were very significant in the research. The researcher was not able to get information without knowing the sources of data. Sources of data are subjects who gave the data or information or where the data are gotten from (Suharsini, 1998:91).

The source of data in this study is the subjects from which the data can be collected for the purpose of research (Arikunto, 2010 : 129). In this study, the researcher used a questionnaire guide and interview guide to obtain the data from research subjects. Then the data sources were categorized as two things below:

1. Informant

Informant is the man that gives about information (Hornby, 1995: 150). In this study, the informant referred to three English teachers SMP Negeri 23 Surakarta who acted as the researcher subjects and gave 'key information' to the data.

2. Documentation

According to Sugiyono (2010), documentation can be in the form of written text or picture that can be used to obtain information. In this study, the researcher used the interview transcript from Voice Recorder as the documentation to the data source.

E. Technique of Collecting The Data

Actually the Technique of Collecting The Data can be applied by in-depth interview, questionnaire, documentation, and combination among them or triangulation (Sugiyono, 2010).

In this research, the researcher used data collection methods as follows:

1. Questionnaire

According Arikunto (2006), stated that questionnaire is a list of question that given to the respondents to get their responses based on the questions. Based on the definition above, it can be concluded that questionnaire is a list of questions that given to the subjects or respondents of the research in order to collect the data information about the respondents through their responses based on the questions. The researcher uses questionnaire to investigate and to

collect data information from teachers. According to Cresswell (2012), there are three types of the questions:

- a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant.
- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.
- c. Semi open questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

In this study, the researcher used sopen questionnaire to collect the data.

In this study, the researcher used open-ended questionnaire. According to Cohan (2005:255), “Open-ended questionnaire is very attractive device for smaller scale research or for those sections of a questionnaire that invite an honest and personal comment.” It meant the researcher gave some question and asked the teachers to give their reasons. Barribeau (2012:1) states that the benefit of using open-ended questionnaire is it allows respondents to include more information includes their feeling, behavior and opinion. For the researcher, it could get teachers answers that are appropriate with the goal of the study.

Below is the blueprint of the open questionnaire that was developed again into more specific and detailed questions. The questions were based on Syaiful Bahri Djamarah about basic strategy in teaching and learning speaking

: identify and establish specifications and qualifications for the expected changes in behavior and personality of students; choosing a learning approach system; selecting and determining procedures, methods and teaching technique; establishing norms and minimum limits of success or criteria and standards of success; and also based on Penny Ur's problem faced in teaching speaking: inhibition; nothing to say; low or uneven participation; and mother-tongue use.

Table 3.2 Questionnaire Blueprint

No	Aspect	Questions
1	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.	1) What was the first thing you did to teach speaking during the COVID-19 pandemic? 2) Are you teaching speaking according to the syllabus and lesson plan? 3) What level of achievement should students achieve in speaking learning? 4) Mention one of the materials you teach in speaking and what qualifications do students have to achieve from that material?
2	Choosing a learning approach system.	5) What learning approaches did you use during the Covid pandemic (student centered approach or teacher centered approach)? 6) Why did you choose this approach?

3	Selecting and determining procedures, methods and teaching techniques.	<p>7) What is the procedure for your speaking teaching strategy that you are using?</p> <p>8) What methods are effective in your speaking teaching strategy?</p> <p>9) How is your speaking teaching technique?</p>
4	Establishing norms and minimum limits of success or criteria and standards of success.	<p>10) After you apply the teaching speaking strategy, have the students reached the target of success?</p> <p>11) If students don't reach the target, what evaluation do you do?</p> <p>12) What ways do you do after applying the strategy to students?</p>
5	Inhibition	<p>13) One of your inhibition in teaching speaking was when a student (during covid pandemic)?</p> <p>14) What are the inhibition do students experience when speaking English during covid pandemic?</p>
6	Nothing to say	<p>15) Why don't students have the initiative to speak English when on microphone?</p> <p>16) How do students respond when you ask students to speak in English (in online class)?</p>
7	Low or uneven participation	<p>17) What causes uneven student participation or interest in online learning?</p> <p>18) What causes students lack the motivation to speak</p>

		English during covid pandemic?
8	Mothertongue use	<p>19) Do students still often speak in Indonesian rather than English when online learning is taking place?</p> <p>20) Do you require students to speak at least a mixture of Indonesian and English?</p> <p>21) How do students respond when you speak English to students?</p>

2. Interview

Arikunto (2006:155) says that interview is also called as the dialogue done by the interviewer and interviewee. In this research, the researcher took the sources of interview those were from the teachers to get complete and credible data to know their response the teachers' strategy on speaking skill.

The researcher made interview with the English teachers. The researcher prepared some questions for interview that was answered by Mrs. M.I.D.A, S.Pd, Mr Drs. E.D.S. and Mr S.U.Y, S.Pd as the English teachers of the 7th and 8th grade in SMP Negeri 23 Surakarta. The interview will be conducted to find out how the process about the strategies used by English teachers in teaching speaking. The first interview was held on February 19th 2020 (pre-research). In other time, the researcher make some interviews again with Mrs. M.I.D.A, S.Pd, Mr Drs. E.D.S. and Mr S.U.Y, S.Pd, to complete some questions needed by the researcher on November 9th 2020.

In this interview, the researcher asked the English teacher several questions guided by the blueprint, such as:

Table 3.3 Interview Blueprint

No	Aspect	Questions
1	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.	1) What was the first thing you did to teach speaking during the Covid-19 pandemic and how did you implement it? 2) Explain whether you teach speaking according to the syllabus and lesson plan? 3) What is the level of achievement that students must achieve in speaking learning? Explain! 4) Explain one of the materials you teach in speaking along with what qualifications the students must achieve in that material?
2	Choosing a learning approach system.	5) What learning approach (SCA and TCA) did you use and the reasons for choosing it?
3	Selecting and determining procedures, methods and teaching techniques.	6) what is the strategy procedure that you use? Explain! 7) what method do you use often and why? 8) What are the techniques in your strategy for teaching speaking? Explain!

4	Establishing norms and minimum limits of success or criteria and standards of success.	9) explain whether after you apply the teaching speaking strategy the students can achieve the target of success? 10) What evaluations do you do when students don't reach the target? 11) How do you give feedback to students?
5	Inhibition	12) Inhibition /obstacles that are often experienced when applying the speaking teaching strategy during Covid-19 pandemic?
6	Nothing to say	13) Problems / causes students can't express words (nothing to say) when speaking English in online class?
7	Low or uneven participation	14) What is the problem and how do you handle unequal student participation in online learning?
8	Mothertongue use	15) Problems faced when students still use Indonesian rather than English in online learning?

3. Documentation

A valuable source of information in qualitative research can be documentation. Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures, and electronic

(Nana, 2004: 221). In this research, the function of documentation method is to make credible the result of questionnaire or interview.

The researcher makes a documentation guide about the situation of learning in SMP Negeri 23 Surakarta (pre-research), other data such as teachers as a informan, questionnaire charts and result of the interview transcripts.

F. Data Analysis

The technique of the data analysis in this study is descriptive technique procedures in which the researcher understands the teaching strategies of English teachers in speaking. Cresswell states that the detail description means the authors describe what they see. This detail is provided within the context of the setting of the person, place or event (Creswell, *Qualitative Inquiry and Research design: Choosing Among*, 2012, p. 184). According to Sugiyono (2010:334), the data analysis is the process of search and arranges data systematically. Searching and arranging the result of the research such as observation, interview texts, documentation, and other materials that are comprehensive and the result can be shared to other people.

1. Qualitative Data

The researcher uses descriptive qualitative to analyze data. According to Miles and Huberman in Sugiyono (2010), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion.

a. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher will get much data. Hence, the researcher must select data that will give valuable information in research. Thus, at first the researcher has to do reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying teaching strategy used, and the problems faced in applying strategy to teach speaking.

b. Data Display

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. Miles and Huberman (1984) in Sugiyono (2010) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in good sequence of narrative text in order to be easier to understand.

c. Conclusion

The researcher writes down the conclusion based on the data questionnaire, interview, and documentation. The researcher also makes interpretation of the data questionnaire and interview to make the conclusion. The conclusion is written down based on the data and what the

researcher had been collecting about, then analyze all to make a conclusion.

G. Trustworthiness of the Data

In the relation of this study, the use of trustworthiness of the data is necessary to be checked out in order to reduce the researcher's opinion and prejudices. The data gathered from the research is in the form of observation, interview, and documentation to see whether the researcher findings are credible or not, so it should be checked.

According to Alwasilah (2002) the word 'trustworthiness' is derived from description, conclusion, interpretation, and any other kinds of report. In doing this study, there might happen to be some biases. Thereby, to provide the trustworthiness of qualitative data, the researcher uses triangulation. Creswell (2009:199) stated that triangulation of data will be collected through multiple sources such as observation, interview, and documentation. Triangulation is a correction technique which uses something out of the data for verification or as a comparison to the data.

Sugiyono (2010:372) describes there are three types of triangulation. They are triangulation of method, triangulation of source, and triangulation of time. In this research, the researcher uses triangulation of method. Triangulation of method means that in checking the data validation of a problem, researcher has to compare some method of collecting data (questionnaire, interview, and documentation) in order that the data collection is in the same place or portion. If there is a different of data validation, researcher has to find and to look for the

caution why the data is different, then researcher must reconfirm to the subject and informant research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to presented the data concerning the problem statement in Chapter 1. Therefore the report is divided into two parts, research finding and discussion. There were two objectives in this research. The first was to describe the strategies used by English teachers in teaching speaking and the second was to describe what are the problems faced by the English teachers in applying strategies to teach speaking.

A. Finding

1. How are the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?

Data for this one research objective were collected from questionnaire that has been spread out to the 3 research subjects via Google Forms, and also interview with three English teachers from each class (7th and 8th)—via Voice Recorder on Handphone. For the questionnaire, the type was open-ended, so the answer is made to dig out further information from the teachers. There were 12 questions based on Syaiful Bahri Djamarah about basic strategy in teaching and learning speaking : identify and establish specifications and qualifications for the expected changes in behavior and personality of students; choosing a learning approach system; selecting and determining procedures, methods and

teaching technique; establishing norms and minimum limits of success or criteria and standards of success.

For the interview, it was done to support the data from questionnaire. The type of this interview was personal in-depth interview, so the researcher did it by personally asking questions related to the strategies used by English teachers in teaching speaking. The questions were based on Syaiful Bahri Djamarah about basic strategy in teaching and learning speaking. The result of teachers' questionnaire was served in the descriptive text, then followed by supporting data from the interview that can be seen below:

Part 1 (Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.)

The first question was 'What was the first thing you did to teach speaking during the COVID-19 pandemic?'. From 3 respondents give some responses in short answer box. Some responses are 'preparing lesson plan and materials', 'reading lesson plan and seeing mobile phone', and 'browsing the materials'. Then, the answer was supported with statements from English teachers in the interview.

SUY : *kalau covid ini pertama kali yang saya lakukan saya liat lks, dan menyiapkan materi dari lks itu. Sambil liat hp untuk materi tambahan.*

MIDA : *di saat pandemi seperti ini ya ngga beda jauh dari yang dulu, yang pertama kali saya lakukan ya menyiapkan rpp dan materi yang sesuai dengan silabus. Materi saya ambil dari buku panduan guru kemendikbud atau*

improve juga dari buku yang lain. Implementasinya saya ngikut rpp yang saya buat berdasarkan silabus.

EDS : *saya browsing- browsing materi karna guru jaman sekarang dituntut kreatif, apalagi mengajar lewat google tidak semudah mengajar seperti di kelas. proesnya ya terutama persiapan, jadi kita ya mempersiapkan apa yang nanti kita sampaikan kita rancang dulu dalam rencana pembelajaran. Kemudian kalau dalam pembelajaran online nanti kita jelaskan ke anak-anak tujuannya ataupun materinya.*

From these data, the researcher drew conclusion that English teachers prepare some materials from different ways and sources.

The second question was ‘Are you teaching speaking according to the syllabus and lesson plan?’ From 3 respondents give some responses in short answer box. Some responses are ‘ofcourse, I read the lesson plan, because teacher should base on lesson plan’, ‘yes i made and read lesson plan’, and ‘sure, matched with syllabus’. Then, the answer was supported with statements from English teachers in the interview.

SUY : *ya sudah sesuai dengan silabus sama rpp sama kok mbak. Ya karna guru harus begitu ya*

EDS : *ya pasti mbak, dari bahan ajarnya ya jelas sumber dari buku guru, buku siswa, kemudian kita tambah dengan materi materi dari berbagai sumber yang semuanya pokonya disesuaikan dengan silabus yang berlaku.*

MIDA : *sudah pasti, karena setiap mau ngajar saya selalu membuat rpp lalu ya step-stepnya dalam mengajar ya sesuai dengan rpp. Misal di awal saya*

menyapa siswa atau apersepsi lewat google meet, kemudian mengabsen dan lain lain lah mbak. Ya seperti pada umumnya apersepsi, yang beda cuma karena ini pandemi jadi lewat online.

From these data, the researcher drew conclusion that English teachers strongly agree that teachers have to match the delivered materials with lesson plan and syllabus.

The third question was ‘What level of achievement should students achieve in speaking learning?’. From 3 respondents give some responses in short answer box. Some responses are ‘self-confidence and brave in speaking’, ‘mastery vocabulary, not being afraid making mistake’, and ‘according to the indicators in lesson plan, for example being able to express an opinion’. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *seharusnya kan level achievementnya dalam speaking itu seperti pronunciation nya, penguasaan vocab, dan fluency. Tapi saya menilai dari kepercayaan diri mereka dulu, pede dan ngomong keras walaupun lewat hp online, tapi yang terpenting pede dulu itu kalau saya.*

SUY : *modalnya ya anak terutama vocabularynya kurang sehingga anak itu di harapkan untuk speaking itu anak tidak malu tidak takut. Itu sih yang menurut saya harus tercapai.*

EDS : *mengacu pada indikator yang ada, jadi misalnya setelah pembelajaran siswa mampu mengungkapkan pendapat. Lha itu sesuai indikator yang ada disilabus. Siswa mampu menyampaikan ucapan selamat,*

dan lain sebagainya. Kalau itu anak-anak sudah bisa berarti itu sudah mampu. Berarti standar keberhasilannya sudah tercapai.

From these data, the researcher drew conclusion that the English teachers have different level of achievement there are self-confidence and brave in speaking, mastery vocabulary, not being afraid making mistake, and according to the indicators in lesson plan, for example being able to express an opinion.

The fourth question was ‘mention one of the materials you teach in speaking and what qualifications do students have to achieve from that material?’. From 3 respondents give some responses in short answer box. Some responses are ‘greeting, for example asking the feeling and introducing’, ‘the things around us, mention the things with statement’, And ‘for example discussing about recount text, the students have to tell the experience’. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *Jadi mulainya dari basic dan di kelas 7 itu ada “greeting”. Kalau membuat dialog yang complicated mereka kesulitan. Jadi dari yang basic dulu, misal menanyakan kabar, perkenalan diri, ya seperti itu.*

SUY : *Contohnya dengan pengayaan vocabulary. Jadi anak-anak diharapkan misalkan mau mengungkapkan the things around us, itu di harapkan anak mencatat bahasa indonesia dan bahasa inggrisnya. Disana nanti anak terus mengucapkan, kemudian nanti juga dilatih menggunakan “this is a, this is an, dsb”. Kemudian memperkenalkan diri itu termasuk juga pengajaran yang pertama di dalam kelas 7. Dibuat video biasanya.*

EDS : *misal recount text, otomatis harus cerita. Tidak harus sempurna, tapi cerita pengalaman yang simple saja. Misal juga dari penguasaan vocabularynya, seperti kata kerja, kata benda. kalau pronoun fluency itu kalau bisa meskipun ndak lancar masih lumayan yang penting masih bisa bunyi.*

From these data, the researcher drew conclusion that the English teachers have different answer because they mention different material so the qualification is different too.

Part 2 (Choosing a learning approach system.)

The fifth question was ‘What learning approaches did you use during the Covid pandemic (student centered approach or teacher centered approach)?’. From 3 respondents give some responses in short answer box. Some responses are ‘I prefer choose student centered’, ‘I’m more towards student centered approach’, and ‘choosing student centered’. From these data, the researcher drew conclusion that the English teachers strongly agree that teachers prefer choose using student centered approach.

The sixth question was ‘Why did you choose this approach?’. From 3 respondents give some responses in short answer box. Some responses are “*Kurtilas (K13) requires students to be active when learning*”, ‘the teacher only guides, directs, observes’, and ‘students are made about this object so they can practice speaking actively’. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *kalau saya lebih ke student center karena pembelajaran sekarang kan harus berpusat pada ke anak. Guru hanya sebagai pengamat kan. Karena*

ini kurtilas (k2013) kan seperti itu. Walaupun menggunakan google meet pembelajaran saat ini tapi ya tetap menggunakan itu. Pokonya menyesuaikan kondisi saat ini lah.

SUY : *kalau saya ini student center approach karena disana diharapkan anak itu berani mengungkapkan, walaupun ini online dan mereka dengan tertatih-tatih jadi bapak ibu guru itu hanya membimbing saja mengarahkan, mengamati.*

EDS : *memilih student center approach karena ini melatih siswa biar praktek. Jadi yang perlu pintar kemampuannya meningkatkan siswanya, maka ini siswanya ini menjadikan, dijadikan about this objek sehingga mereka bisa praktek berbicara secara aktif.*

From these data, the researcher drew conclusion that the students should be active and teachers only are a fasilitator (observation, guidance, and direction)

Part 3 (Selecting and determining procedures methods and teaching technique.)

The seventh question was ‘What is the procedure for your speaking teaching strategy that you are using?’. From 3 respondents give some responses in short answer box. Some responses are ‘i usually use the role play method. students role-play reading dialogue’, ‘the procedure, I share the material first, for example about things around us. I share on whatsapp group’, and ‘preparation first, so prepare what we will say later in the lesson plan. Then

explain to students'. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *prosedur di saat seperti ini ya saya biasa memakai metode role play. Ya siswa bermain peran membaca dialog. Kalau yang baru awal-awal cuma membaca dialog itu si A jadi A. Tapi kalau sudah tengah semester dan menjelang akhir semester mereka itu berperan kaya membuat sandiwara atau dialog mereka sendiri di google meet.*

SUY : *prosedur nya ya saya share materi dulu misal tentang things around us. Saya share di grup kelas ini misal. Mereka nanti menghafalkan, jadi ketika ada sesi tanya jawab mereka bisa paham.*

EDS : *sama sih mba kaya yang tadi persiapan dulu, jadi mempersiapkan apa yang nanti kita sampaikan dalam rencana pembelajaran. Kemudian jelaskan ke anak-anak tujuannya ataupun materinya recount text misal. Kemudian kalau sudah jelas, anak-anak disuruh praktek.*

From these data, the researcher drew conclusion that the English teachers have different procedure depends on their method.

The eight question was 'What methods are effective in your speaking teaching strategy?'. From 3 respondents give some responses in short answer box. Some responses are 'role play', 'question and answer', and 'story telling'. Then, the answer was supported with statements from English teacher in the interview.

MIDA : *ya itu tadi metodenya strategi roleplay tadi ya, di masa covid ini apalagi semester baru kalau awal-awal anak-anak masih malu-malu membaca*

kan ya, masih plegak pleguk. Ada beberapa anak yang ndak dapat basic bahasa inggris nya.

SUY : metode yang saya pakai seringnya question answer, supaya siswa lebih aktif. Apalagi di masa covid seperti ini ya, karena tidak bisa ngontrol langsung seperti di kelas. Biar tau juga mana siswa yang aktif di google meet.

EDS : kalau metode yang saya gunakan biasanya story telling, karena itu lebih mudah mengingat anak-anak saya SMP. Dan kemampuan bahasa inggrisnya masih relatif rendah sehingga saya menggunakan story telling. Kalau yang lain mungkin agak sulit apalagi menggunakan google meet, tidak bertatap langsung.

From these data, the researcher drew conclusion that the English teachers use different methods, there are role play, question and answer, and story telling.

The ninth question was ‘How is your speaking teaching technique?’. From 3 respondents give some responses in short answer box. Some responses are ‘motivate and foster children's self-confidence’, ‘asked students to make assignments in the form of making videos’, ‘sharing additional material by using Youtube videos’. Then, the answer was supported with statements from English teacher in the interview.

MIDA : teknik untuk metode role play, jadi yang utama saya menumbuhkan rasa percaya diri anak dulu. Kalian bisa, nda ada kata nda bisa. Memberikan motivasi ke anak. Supaya anak itu nda malu ketika disuru

untuk bermain peran membaca dialog walaupun dengan kondisi jarak jauh seperti ini.

SUY : *teknik nya ya bisa menggunakan video, maksudnya kadang siswa saya suruh membuat tugas video. Trus juga menggunakan things disekitar mereka juga, jadi yang di pakai real things.*

EDS : *ya kita menggunakan percakapan-percakapan yang sudah ada. Saya share video-video atau pun suara ke grup kelas. Lebih mudah difahami lagi yaitu video percakapan bahasa inggris baik itu native speaker atau bukan. Dengan melihat contoh-contoh percakapan itu anak akan lebih mudah memahami kemudian nanti bisa menirukan dirumah. Setelah itu dipraktikkan untuk tugas berikutnya, yaitu membuat video cerita pengalaman sekolah daring misalnya.*

From these data, the researcher drew conclusion that English teachers have different techniques depends on their methods they used.

Part 4 (Establishing norms and minimum limits of success or criteria and standards of success.)

The tenth question was ‘After you apply the teaching speaking strategy, have the students reached the target of success?’. From 3 respondents give some responses in short answer box. Some responses are ‘not all students have reached the target of success’, ‘already, only a few students’, and ‘some have, some are not’. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *Ya masih belum keseluruhan sih mbak, tapi ya tetap ada yang sudah berhasil. Misalnya ya kebanyakan siswa laki-laki yang sering respond di google meet. Mereka lebih aktif lebih percaya diri dibanding siswa perempuan. Perempuannya malah malu-malu. Padahal secara skill biasanya lebih mampu perempuan.*

SUY : *Belum sepenuhnya, karena kadang masih ada yang malu, karena disini juga ada beberapa anak yang abk (anak berkebutuhan khusus). Kendalanya siswa itu sekolah dirumah juga tidak ada yang membimbing. Belum ada basic. Jadi kendala dan negatifnya disitu*

EDS : *Sebagian anak ada yang sudah, ada juga yang belum. Yang sudah tercapai mereka bisa menceritakan contoh pengalaman mereka dengan bahasa yang simple dan juga singkat. Kalau yang belum, masih terhambat karena kurangnya penguasaan vocab dan rasa percaya diri yang kurang.*

From these data, the researcher drew conclusion that the English teachers the teacher agrees that not all students can achieve the target of success based on teachers' expectations.

The eleventh question was 'If students don't reach the target, what evaluation do you do?'. From 3 respondents give some responses in short answer box. Some responses are 'practice speaking with the other person', 'words repetition', and 'for the evaluation, let's look at the children's ability to speak'. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *evaluasinya, apalagi di masa pandemi seperti ini dan karena speaking ndak bisa di praktekan sendiri dirumah, harus ada lawan berbicara jadi ya saat itu juga di praktekan menggunakan strategi role play. disuruh speaking tetapi berdua, buat pancingan. Atau saya buat kelompok pas semua ada di google meet itu, yang satu bisa satune enda, di campur.*

SUY : *khususnya saat covid seperti ini kami juga perlu melakukan evaluasi pengulangan, jadi misalkan anak mengucapkan teacher bunyinya lain-lain, ya ini kita benarkan, lalu anak juga menirukan sehingga siswa mengulang-ulang, di repeat.*

EDS : *evaluasinya ya kita lihat kemampuan anak berbicara. Bagaimana pronunciationnya sudah baik atau belum. Bagaiman fluencynya, kelancarannya, bagaimana stressing nya. Lha itu kita evaluasi. Jadi kalau masih kurang ya berarti nanti kita sampaikan kekurangannya.*

From these data, the researcher drew conclusion that the English teachers always evaluate student learning outcomes especially in speaking.

The twelfth question was ‘What ways do you do after applying the strategy to students?’. From 3 respondents give some responses in short answer box. Some responses are ‘giving feedback and chance to students’, ‘giving feedback and attentions’, and ‘convey what deficiencies students have’. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *ya saya lebih memperhatikan lagi memberikan feedback ke anak yang jarang speaking atau yang masih malu malu. Saya kasih lebih banyak*

kesempatan, dan saya bimbing supaya lebih pede seperti teman temannya.

SUY : jadi disini kami selalu memberikan feedback dan arahan pada siswa ketika kelas online berlangsung yang jelas dont be afraid and dont be afraid make of mistakes. Selalu mendiskusikan ke anak supaya anak tidak takut. Karena menganggap bahwa bahasa inggris itu yang medeni, ternyata enda. You know that English is international language. All of languange must be spoken by writing by gesture and others.

EDS : Saya melakukan timbal balik menyampaikan kekurangannya siswa, otomatis ya ini tidak langsung menyampaikan kekurangannya biar tidak minder. Ya sudah cukup baik, lumayan ya kita berikan apresiasi, tapi alangkah baiknya untuk berikutnya diperbaiki dalam hal ini misalkan pronunciationnya, stressingnya la kita sampaikan. Kemudian kalau dari siswa, ya siswa ditanya apa kesulitannya dalam praktek dalam berbicara bahasa inggris, lha kita tanya. Mereka menanyakan baru mereka jawab.

From these data, the researcher drew conclusion that the English teachers give feedback to students with different way in teaching speaking.

2. What are the problems faced by the English teachers in applying strategies to teach speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?

Data for this second research objective were also collected from questionnaire that has been spread out to the 3 research subjects via Google Forms, and interview with three English teachers from each class (7 and 8)—via Voice Recorder on Handphone. For the questionnaire, there were 9 questions based on Penny Ur's problem faced in teaching speaking strategy (problems faced

by the English teacher): inhibition; nothing to say; low or uneven participation; and mother-tongue use.

For the interview, the questions were based on Penny Ur's problem faced in teaching speaking strategy (problems faced by the English teacher). The result of teachers' questionnaire was served in descriptive text, then followed by supporting data from the interview that can be seen below:

Part 5 (Inhibition)

The thirteenth question was 'One of your inhibition in teaching speaking was when a student during covid pandemic?'. From 3 respondents, there were 2 answers; 2 English teachers answered that 'students do not understand what the teacher says during online learning', and the another answered that 'students lack confidence in speaking English / are ashamed and afraid of being wrong even though the class was online'. The most answer was 'students do not understand what the teacher says during online learning', so the researcher took that one. From these data, the researcher drew conclusion that the inhibitions faced by the English teachers in teaching speaking when students do not understand what the teacher says during learning.

The fourteenth question was 'What are the inhibition do your students experience when speaking English during covid pandemic?'. From 3 respondents, there were 2 answers; 2 English teachers answered that 'students shy and not confident when speaking in front of teachers and friends', and the other 1 answered that 'students worried about mispronouncing words / sentences'. The most answer was 'students shy and not confident when speaking in front of

teachers and friends’, so the researcher took that one. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *Masalahnya kurang percaya diri anak, kemampuan bahasa anak masih kurang, vocabulary nya. Apalagi ketika lewat google meeting banyak yang cuma diam.*

SUY : *Anak kadang ada yang malu, karena disini juga ada beberapa anak yang abk. Kendala nya siswa itu sekolah dirumah juga tidak ada yang membimbing. Belum ada basic.*

EDS : *Hambatannya ya itu anak itu malu, kemudian takut salah padahal sudah diberi tahu ndak usah malu, ndak usah takut salah. Atau kadang-kadang ya diam saja, anak-anak itu ndak mau nyalakan micnya atau kameranya saat google meet. Akhirnya kurang aktif atau bahkan kalau ndak hati-hati anak itu malah kurang tertarik bahasa inggris.*

From these data, the researcher drew conclusion that the inhibitions faced by the English teachers in teaching speaking strategy when students shy and not confident when speaking in front of teachers and friends.

Part 6 (Nothing to say)

The fifteenth question was ‘Why don't students have the initiative to speak English when on microphone ?’. From 3 respondents, there were 2 answers; 2 English teachers answered that ‘students have problems determining the right words in speaking English’, and the other 1 answered that ‘students are not fluent in speaking English’. The most answer was ‘students have problems determining the right words in speaking English’, so the researcher took that one. From these

data, the researcher drew conclusion that the problems faced by the English teachers in teaching speaking when students have problems determining the right words in speaking English.

The sixteenth question was ‘How do students respond when you ask students to speak in English (online class)?’. From 3 respondents, there were 2 answers; 2 English teachers answered that ‘students cannot express words using English’, and the other 1 answered that ‘students don't know what to say’. The most answer was ‘students cannot express words using English’, so the researcher took that one. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *Kadang kesulitan membuat anak aktif speaking, karena kosa-kata nya terbatas dan juga karena pembelajaran yang tidak langsung tatap muka ini.*

SUY : *Kurangnya penguasaan vocabulary itu. Jadi anak-anak diharapkan misalkan mau mengungkapkan bahasa indonesia dulu dan kemudian bahasa inggrisnya.*

EDS : *Kurangnya vocabulary seperti kata kerja, kata benda, itu masih kurang padahal itu yang setiap hari dilakukan itu saja sulit, menanamkan itu sulit. Tapi ditambah ini pelajarannya menggunakan online, jadi tidak semudah saat offline.*

From these data, the researcher drew conclusion that the problems faced by the English teachers in teaching speaking strategy when students cannot express words using English.

Part 7 (Low or uneven participation)

The seventeenth question was ‘What causes uneven student participation or interest in online learning?’. From 3 respondents, they answered with the same answer that ‘active students are always the same students, and students who are not active too’. So the researcher took ‘active students are always the same students, and students who are not active too’ as the most answer. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *Jadi masih belum keseluruhan karena mic siswa ada yang nyala ada yang tidak. Malah yang aktif itu laki-laki kebanyakan, dan akan dapat tambahan. Perempuannya malah malu-malu. Padahal secara skill atau keaktifan biasanya lebih ke perempuan.*

SUY : *Yaitu yang sering kami alami anak terkadang ada yang down yang mentalnya kurang, tidak semangat ketika pembelajaran online.*

EDS : *Partisipasi tidak merata karena dari rasa percaya diri dulu, biasanya anak itu takut salah, kemudian malu. Makanya untuk mendorong itu salah gapapa, nda usah malu, anak maju sudah saya beri penghargaan nilai. Anak itu kalau sudah dikasih nilai kan senang.*

From these data, the researcher drew conclusion that the problems faced by the English teachers in teaching speaking strategy when active students are always the same students, and students who are not active too.

The eighteenth question was ‘What causes students lack the motivation to speak English during covid pandemic?’. From 3 respondents, there were 2 answers; 2 English teachers answered that ‘lack of vocabulary mastery’, and the other 1 answered that ‘lack of confidence’. The most answer was ‘lack of

vocabulary mastery', so the researcher took that one. From these data, the researcher drew conclusion that the problems faced by the English teachers in teaching speaking strategy is lack of vocabulary mastery experienced by students.

Part 8 (Mother-tongue use)

The nineteenth question was 'Do students still often speak in Indonesian rather than English when online learning is taking place?'. From 3 respondents, they answered with the same answer that 'students often speak Indonesian when online learning occurred'. So the researcher took 'students often speak Indonesian when online learning occurred' as the most answer. From these data, the researcher drew conclusion that the English teachers often face problems when students still speak in Indonesian rather than English when online learning occurred.

The twentieth question was 'Do you require students to speak at least a mixture of Indonesian and English?'. From 3 respondents, there were 3 different answers. 1 English teacher answered 'always', then someone answered 'often', and the other 1 answered 'sometimes'. There is no most answers because they have their own answers, so the researcher took it all. From these data, the researcher drew conclusion that the English teachers require students to speak at least a mixture of Indonesian and English with different time frequencies in teaching speaking.

The last question is 'How do students respond when you speak English to students?'. From 3 respondents, there were 2 answers; 2 English teachers answered that 'many students do not understand and respond in Indonesian', and

the other 1 answered that ‘students respond by mixing Indonesian and English’. The most answer was ‘many students do not understand and respond in Indonesian’, so the researcher took that one. Then, the answer was supported with statements from English teachers in the interview.

MIDA : *Karena daerah pinggiran, hanya beberapa murid tertentu yang bisa belajar bahasa inggris dari awal, kebanyakan masih berbicara bahasa indonesia. Apalagi kalau lewat google meet mereka makin jarang mempraktekan bahasa inggris.*

SUY : *Karena speaking adalah language is spoken, bahasa itu harus diucapkan sehingga untuk mengajar bahas inggris juga 100 % using English. Vocabularynya anak kurang, sehingga anak itu di harapkan tidak hanya berbicara bahasa indonesia saja.*

EDS : *Karena rata-rata minat belajar bahasa inggris itu rendah, jadi tetap menggunakan bahasa ibu. Terutamanya vocabullary yang masih kurang.*

From these data, the researcher drew conclusion that the problems faced by the English teachers in teaching speaking strategy is that many students do not understand and respond in Indonesian when the teachers explain in English.

B. Discussion

After the research findings has described clearly, the researcher explained them in more detail. In this sub-chapter, there were discussions about the problem statements of this study: How are the strategies used by English teachers in teaching speaking and their problems faced in applying strategies to teach

speaking, based on the data analysis that has done previously. The explanations were presented as follows:

1. How are the strategies used by English teachers in teaching speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?

Based on the result of research findings, the researcher found that English teachers have a variety of different strategies that are used to achieve success in achieving a goal. Strategy is defined as a plan, method, approach or series of activities designed to achieve educational or teaching goals. The strategy referred to here is the basic strategy in teaching and learning speaking detailed in the theory of Syaiful Bahri Djamarah (2010), namely: Identify and establish specifications and qualifications for the expected changes in behavior and personality of students, choosing a learning approach system, selecting and determining procedures, methods and teaching techniques, and establishing norms and minimum limits of success or criteria and standards of success.

The first is identify and establish specifications and qualifications for the expected changes in behavior and personality of students. Based on the questionnaire and interview result, English teachers at SMP Negeri 23 Surakarta identified that the first thing they do to teach speaking is prepare some materials from different ways and sources like LKS, internet, or mobile phone. They strongly agree that teachers have to match the delivered materials with lesson plan and syllabus. Beside that, they determine level of students achievement in speaking learning, they are self-confidence and brave in speaking; mastery vocabulary; not being afraid making mistake; and according

to the indicators in lesson plan, for example being able to express an opinion. However, they mention different material so the students qualification have to achieve is different too. Example greeting: asking the feeling and introducing then the things around us : mention the things with statement and about recount text : the students have to tell the experience.

The second is choosing a learning approach system. Based on the questionnaire and interview result, English teachers always prefer student-centered approaches. Because use a student-centered approach will gives students the opportunity to be active in speaking English and teachers only are a fasilitator (observation, guidance, and direction).

The third is selecting and determining procedures, methods and teaching techniques. Based on the questionnaire and interview result, English teachers at SMP Negeri 23 Surakarta have different procedure strategy in teaching speaking depends on their method. The method they often use is roleplay for Mrs MIDA, storytelling for Mr EDS, and also answers and questions for Mr SUY. This was done by different techniques depends on their methods they used. For Mrs MIDA, her procedure is reading dialog for roleplay method, and then the technique that she used motivate and foster children's self-confidence. For Mr EDS, the first step procedure is preparation about the story telling materials according to lesson plan, then explain to the students using technique sharing videos from youtube. For Mr SUY, the first step procedure is share the material about things around us, and the technique is asked students to make assignments in the form of making videos.

The last is establishing norms and minimum limits of success or criteria and standards of success. Based on the questionnaire and interview result, English teachers agree that not all students can achieve the target of success based on teachers' expectations. However, teachers always evaluate student learning outcomes especially in speaking if students don't reach the target. If students are able to, it means that the standard of success has been achieved. Besides that the teacher always evaluates student learning outcomes, especially speaking. They provide evaluations such as suggestions, repetitions, and improvements. Teachers give feedback to students with different way in teaching speaking. The feedback is in the form of discussion, motivation, and appreciation.

2. What are the problems faced by the English teachers in applying strategies to teach speaking at SMP Negeri 23 Surakarta in academic year 2020/2021?

After discussing the research finding of how are the strategies used by English teachers in teaching speaking, now the researcher explained the finding on problems faced by the English teachers in applying strategies to teach speaking. This discussion was based on Penny Ur's problem faced in teaching speaking strategy (problems faced by the English teacher). There are inhibition; nothing to say; low or uneven participation; and mother-tongue use.

The researcher obtained the data of this finding from questionnaire that has been conducted, supported with the interview. The first is inhibition. One

of inhibition in teaching speaking was when student do not understand what the teacher says during online learning. The next inhibitions experienced by students when speaking English according to the English teachers was because students shy and not confident when speaking in front of teachers and friends.

The second, nothing to say. Problems faced by teachers when students do not have the initiative to speak English, it happens because students have problems determining the right words in speaking English. Besides that, there was also the response of students who cannot express words using English when the teacher asked students to speak in English. Lack of vocabulary mastery which causes students unable to express the words they want to say.

The third is low or uneven participation. Furthermore, the problem faced by the English teacher when students' participation or interest in online learning is not evenly distributed, because active students are always the same students and students who are not active too. Uneven and thorough student participation causes only some students to be enthusiastic, some even feeling down because they feel less confident and ashamed or afraid of being wrong. Lack of vocabulary and confidence is also the cause of students lack of motivation to speak English.

The last is mother-tongue use. The last problem faced by the English teacher is when students still often speak in Indonesian rather than English when online learning occurred. However, the teacher does not necessarily require students to speak mixture of Indonesian and English, because they have different levels of time towards this. There are teachers who always or

sometimes require mixing languages when speaking. And when teachers speak English with students, many students do not understand and respond with Indonesian. Some students can learn English, most of them still speak Indonesian. Because the average students interest in learning English is low, so they still use their mother tongue in online learning. Especially the students' vocabulary which is still lacking.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and gives suggestion to the problem statements of the strategies used by English teachers in teaching speaking with the problems faced by the English teachers in applying strategies to teach speaking at SMP Negeri 23 Surakarta in academic year 2020/2021.

A. Conclusion

Based on the problem statements and result of this study, the researcher draws a conclusion that:

1. In the strategy used by the English teachers of SMP Negeri 23 Surakarta in teaching speaking, each English teacher has their own teaching strategy. It is necessary for English teachers to implement various plans, methods, approaches or a series of activities designed to achieve educational or teaching goals, as stated by the theory of Syaiful Bahri Djamarah (2010) that describes about basic strategy in teaching and learning speaking, they are: Identify and establish specifications and qualifications for the expected changes in behavior and personality of students, Choosing a learning approach system, Selecting and determining procedures, methods and teaching techniques, and Establishing norms and minimum limits of success or criteria and standards of success. For identify and establish specifications and qualifications for the

expected changes in behavior and personality of students, the first thing that English teachers do to teach speaking is prepare some materials from different ways and sources, they have to match the delivered materials with lesson plan and syllabus, after that ermine level of students achievement in speaking learning, they mention different material so the students qualification have to achieve is different too. For choosing a learning approach system, English teachers always using student centered approach to teach speaking, because using that approach will gives students the opportunity to be active in speaking English. For Selecting and determining procedures, methods and teaching techniques, English teachers use different procedure strategy in teaching speaking depends on their method, they are role-play; story telling; and question answer, this was done by different techniques too depends on their methods they used. In establishing norms and minimum limits of success or criteria and standards of success, most English teachers always determine the standard criteria for student success in speaking, but not all students can achieve the target of success based on teachers' expectations, then teachers always evaluat the student learning outcomes especially in speaking if students don't reach the target, so teachers and students can make feedback with different way in teaching speaking on the teaching strategies that have been applied.

2. In the problems faced by the English teachers of SMP Negeri 23 Surakarta in applying strategies to teach speaking, as stated by Penny Ur's theory that describes the problem faced in teaching speaking strategy (problems faced by

the English teacher) they are: Inhibition, Nothing to say, Low or uneven participation, and Mother-tongue use. For inhibition, English teachers face inhibitions when students do not understand what the teacher says during online learning, because students are shy and not confident when speaking in front of teachers and friends. For nothing to say, English teachers face problems when students have problems determining the right words in speaking English, therefore when students are told to speak English students cannot express English words. For low or uneven participation, English teachers face problems when active students are always the same students and students who are not active too, because they lack motivation to speak and mastery of English vocabulary. In mother-tongue use, most English teachers face problems when students still speak Indonesian rather than English when online learning occurred, because the teacher does not often tell students to mix languages, so that many students do not understand and respond with Indonesian.

B. Suggestion

Based on the result of the research stated above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for English teacher, for the students, for the school, and the other researcher. They are as follows;

a. For the English Teacher

Teaching English is not easy, especially in English speaking. Teachers need to find appropriate strategies to teach students based on the problem especially in

online class. Teacher should be patient to grow up the students' confidence and practice to talk English. It is also need to the teacher to make the online class atmosphere enjoyable. Teachers can play some games to make the students' enthusiasm in learning speaking. They also should implement the other method that is interesting and also use the other technique .

b. For the Students

Learning English speaking is not easy. Students who want to expert in English speaking should practice continuously to speak English in their home. They also should be confidence and not afraid to speak.

c. For the school

The school can facilitate the teachers in developing the strategies, example internet quota, learning application that easy to acces, and the internet's extensive learning resources. So the teachers can improve their strategies includes using the techniques, methods and media that will be implemented to the students.

d. For the other researcher

The researcher suggests that this study can guide other researcher who wants to conduct a research with such concept of strategy in teaching speaking especially in pandemic Covid-19, they can improve the theme of their study with more extensive analysis and present a more recent phenomena in the academic world.

REFERENCES

- Abimanyu, Soli. dkk. 2008. *Strategi Pembelajaran*. Jakarta: Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional.
- Al-Jarf, R. 2012. *Chapter Six Mobile Technology and Student Autonomy in Oral Skill Acquisition*. Left to My Own Devices: Learner Autonomy and Mobile-Assisted Language Learning, 6, p.105.
- Alwasilah, A. dan Chaedar. 2002. *Pokoknya Kualitatif: Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta: Pustaka Jaya.
- Anjaniputra, Agung Ginanjar. 2013. *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*. English Education Study Program of Indonesia University of Education: Retrieved from ejournal.upi.edu.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. p.128.
- A.S. Hornby .1995. *Oxford Advanced Learner's Dictionary of Current English*. Oxford : Oxford University Press.
- Ball, D.L. and Forzani, F.M. 2009. *The Work of Teaching and the Challenge for Teacher Education*. Journal of Teacher Education 60(5). p.497-511.
- Bailey, K. M. 2005. *Practical English Language Teaching*. Singapore: McGraw Hill.

- Bashir, M., Azeem, M., & Dogar, A. H. 2011. *Factor Effecting Students' English Speaking Skills*. British Journal of Arts and Social Sciences, 2(1). P.34-50.
- Batko, A. 2004. *When Bad Grammar Happens to Good People: How to Avoid Common Errors in English*. Franklin Lakes, NJ: Career Press.
- Barribeau, Paul. Et. Al. 2012. Types of Questions. Writing@CSU (Online).
- Retrieved from <http://www.writing.colostate.edu>.
- Bilbrough, N. 2007. *Dialogue Activities*. Cambridge: Cambridge University Press.
- Bin Tahir, S. Z., & Hanapi, H. 2017. *Lecturers' Method in Teaching Speaking at the University of Iqra Buru*: International Journal of English Linguistics, 7(2). P.73-80.
- Brown, G., Gillian, B. and Yule, G. 1999. *Teaching the Spoken Language (Vol.2)*. Cambridge: Cambridge University Press.
- Brown, H.Doglus. 2000. *Principles of Language Learning and Teaching (4th Edition)*. New York: Longman.
- Brown, H. Doglus. 2001. *Language Assessment Principle and Classroom Practice*. New York: Longman.
- Brown, H. Doglus. 2001. *Teaching By Principle: An Interactive Approuch To Language Pedagogy. Second Edition* . San Franscisco State : University Logman. INC.

- Brown, H. Douglas. 2003. *Language Assessment Principles and Classroom Practices*. California: Longman University Press.
- Cohen, L., Manion, L. and Morrison, K. 2005. *Research Methods in Education: Fifth Edition*. London: Routledge Falmer.
- Collie, J. and Stephen, S. 2006. *Speaking Student's Book*. Cambridge: Cambridge University Press.
- Creswell, J. W. 2007. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (2nd ed)*. CA: Sage.
- Creswell, J. W. 2009. *Research Design: Qualitatif, Quantitative, and Mixed Methods Approaches. Third Edition (Terjemahan) 2013 Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Creswell, J. W. 2012. *Qualitative Inquiry and Research design: Choosing Among*. London: Sage.
- Djamarah, Syaiful B, and Zain, Aswan. 2010. *Strategi Belajar Mengajar (4th ed)*. Jakarta. Rineka Cipta.
- Dinata, Nana Syauhid Sukma. 2004. *Metodologi Penelitian Pendidikan*. Bandung: PT Remaja Rosda Karya. p.221.
- Denzin, N. K., & S, Y. 1994. *Handbook of Qualitative Research*. California: SAGE Pulications.

Departemen Pendidikan Nasional RI. 2003. *Undang – Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Jakarta.

Fraser, H.2001. *Teaching Pronunciation: A guide for teachers of English as A Second Language*. Canberra: Department of Education Training and Youth Affairs.

Gilbert. B. Judy. 2008. *Teaching Pronunciation*. New York: Cambridge

Greenbaum, S. & Nelson, G. 2002. *An Introduction to English Grammar. Second Edition*. London: Pearson Education Limited.

Gulo, W. 2002. *Strategi Belajar Mengajar*. Jakarta: PT Grasindo.

Hakim, M.A.R., 2015. *Experienced EFL Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students*. European Journal of Social Sciences, 48(4). p.437-446.

Hamruni. 2009. *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*. Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga.

Hamzah B, Uno. 2012. *Model Pembelajaran*. Jakarta: Bumi Aksara. hal. 1-2

Harmer, J. 2001. *The Practice of English Language Teaching*. London: Longman Group Ltd.

Harmer, J. 2007. *The Practice of English Language Teaching. Fourth Edition*. England: Pearson Education Limited.

- Hasbulloh. 1999. *Kapita Selektta Pendidikan Islam*. Jakarta: Raja Grafindo Persada.
- Hiebert, E. H. and Kamil, M. L. 2005. *Teaching and Learning Vocabulary : Bringing Research to Practice*. London: Lawrence Erlbaum Associates.
- Hughes, Arthur. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press. P.118, 131.
- Hudge. 2003. *Factors Affecting Student's Speaking Performance*. Vietnam :Asian Jurnal of Educational Research. Vol.3, No.2, 2015.
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in Second Language*. The Internet TESL Journal, Vol. XII, No. 11.
- Khasanah, Ana Faridatul (103411003). 2014. Education and Teacher Training Faculty. *Teacher's Strategies in English Language Teaching for Mental Retardation Students*. Thesis, Semarang: State Islamic University Walisongo.
- Kline. J.A. 2001. *Speaking Effectively: A Guide for Air Force Speakers*. Alabama: Air University Press.
- Leo, S. 2013. *A Challenging Book to Practice Teaching in English*. Yogyakarta: Penerbit Andi
- Majid, Abdul. 2013. *Strategi Pembelajaran*. Bandung: PT Remaja Rosda Karya.

- Moleong, L. J. 2001. *Qualitative Research Methodology*. Bandung: Teenager Rosdakarya.
- Moleong, L. J. 2002. *Metodologi Penelitian Kualitatif*. Bandung: PT. remaja Rosdakarya.
- Moleong, L. J. 2010. *Metodologi Penelitian kualitatif (edisi revisi)*. Bandung: PT. Remaja Rosdakarya.
- Nation, I.S.P & Newton Jonathan. 2009. *Teaching ESL/EFL Listening and Speaking*. New York and London: Routledge.
- Neville, C. 2007. *Introduction to Research and Research Methods*. Bradford University-School of Management.
- Nunan, David. 2003. *Practical English Language Teaching*. NewYork: McGraw Hill. p.48, 54-56.
- O'Neill, Geraldine and Tim McMahon. 2005. *Student Centered Learning*.
http://qa.ubbcluj.ro/posdrucalitate/despre/training_studenti/materiale/student_centered_learn.pdf.
- Prastowo, Andi. 2014. *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*. Jogjakarta: Ar-Ruzz Media. p.206-207.
- Purpura, James E. 2004. *Assesing Grammar*. United Kingdom: Cambridge University Press.

- Pollard, Andrew. 2008. *Reflective Teaching 3rd Edition Evidence Informed Professional Practice*. Continuum International Publishing Group.
- Ramayulis. 2005. *Metodologi Pendidikan Agama Islam*. Jakarta: Kalam Mulia.
- Richards, J. C. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge : Cambridge University Press. p.201.
- Richards, J. C., & Rodgers, T. S. 2002. *Approaches and Methods in Language Teaching, 2nd ed*. Cambridge: Cambridge University Press.
- Richards, J. C. and Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics: Third Edition*. London: Pearson Education.
- Richards, J. C. 2008. *Teaching Listening and Speaking*. New York: Cambridge University Press.
- Sanjaya, Wina. 2008. *Perencanaan dan desain sistem pembelajaran*. Jakarta: Kencana Prenada Media Group.
- S. Sudjana dkk. 2005. *Metode dan Teknik Pembelajaran Partisipatif*. Bandung: Falah Production.
- Schawab, Klaus. 2016. *The Fourth Industrial Revolution*. Switzerland: World Economic Forum.
- Solcova, P. 2011. *Teaching Speaking Skills*. Thesis of Faculty of Arts of Masaryk University: Unpublished.

- Sudrajat, Akhmad. 2011. *Kurikulum dan Pembelajaran dalam Paradigma Baru*. Yogyakarta: Paramitra Publishing
- Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfa Beta
- Thornbury, S. 2005. *How to Teach Speaking*. England: Pearson Educational Limited.
- Tuan, N. H., & Mai, T. N. 2015. *Factors Affecting Students' Speaking Performance at LE Thanh Hien High School*. Asian Journal of Educational Research , 3(2), 8-23.
- Turk, C. 2003. *Effective Speaking : Communicating in Speech*. London: Spon Press.
- Ur, Penny. 2000. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Welsh, Dominic and Fischer, Clemens. 2016. *Social and Linguistic Change in The Era of The Digital Economy (I4.0)*.
- Yastibas, A. E., & Cepik, S. 2015. *Teachers' Attitudes Toward The Use of E-Portfolios in Speaking Classes in English Language Teaching and Learning*. Procedia-Social and Behavioral Sciences, 176, 514-525

APPENDIX 1

Research

Subjects

RESEARCH SUBJECT**1. Drs. Edi Sanusi**

Code : EDS
Gender : Male
Age : More than 40 years
Degree : S1
Class : 8 A-E and 9G
Teaching English : More than 15 years

2. Suyono, S.Pd

Code : SUY
Gender : Male
Age : More than 40 years
Degree : S1
Class : 7 A-C and 8 F-H
Teaching English : More than 15 years

3. Maria Iska Danu Asri, S.Pd

Code : MIDA
Gender : Female
Age : More than 30 years
Degree : S1
Class : 7 D-H
Teaching English : More than 5 years

APPENDIX 2

Interview

Transcripts

1. **Name : EDS**

Time : 10/11/20 11:05

Me : Hal apa yang pertama kali anda lakukan untuk mengajar speaking di masa pandemi covid-19 dan bagaimana cara mengimplementasikan hal tersebut?

EDS : Saya browsing- browsing materi karna guru jaman sekarang dituntut kreatif, apalagi mengajar lewat google tidak semudah mengajar seperti di kelas. proesnya ya terutama persiapan, jadi kita ya mempersiapkan apa yang nanti kita sampaikan kita rancang dulu dalam rencana pembelajaran. Kemudian kalau dalam pembelajaran online nanti kita jelaskan ke anak-anak tujuannya ataupun materinya.

Me : Jelaskan apakah anda dalam mengajar speaking sudah sesuai dengan silabus dan rpp?

EDS : Ya pasti mbak, dari bahan ajarnya ya jelas sumber dari buku guru, buku siswa, kemudian kita tambah dengan materi materi dari berbagai sumber yang semuanya pokoknya disesuaikan dengan silabus yang berlaku.

Me : Apa tingkat pencapaian yang harus dicapai siswa dalam pembelajaran speaking? jelaskan!

EDS : Ya, mengacu pada indikator yang ada, jadi misalnya setelah pembelajaran siswa mampu mengungkapkan pendapat. Lha itu sesuai indikator yang ada disilabus. Siswa mampu menyampaikan ucapan selamat, dan lain sebagainya. Kalau itu anak-anak sudah bisa berarti itu sudah mampu. Berarti standar keberhasilannya sudah tercapai.

Me : Jelaskan salah satu materi yang anda ajarkan dalam speaking beserta kualifikasi apa yang harus dicapai siswa dalam materi itu?

EDS : Misal recount text, otomatis harus cerita. Tidak harus sempurna, tapi cerita pengalaman yang simple saja. Misal juga dari penguasaan vocabularynya, seperti kata kerja, kata benda. kalau pronoun fluency itu kalau bisa meskipun ndak lancar masih lumayan yang penting masih bisa bunyi.

Me : Pendekatan pembelajaran apa yang anda gunakan dan alasan memilih pendekatan itu?

EDS : Kalau saya ya otomatis memilih student center approach karena ini melatih siswa biar praktek. Jadi yang perlu pintar kemampuannya meningkatkan siswanya, maka ini siswanya ini menjadikan, dijadikan about this objek sehingga mereka bisa praktek berbicara secara aktif.

Me : Bagaimana prosedur strategi yang anda gunakan? Jelaskan!

EDS : Sama sih mba kaya yang tadi persiapan dulu, jadi mempersiapkan apa yang nanti kita sampaikan dalam rencana pembelajaran. Kemudian jelaskan ke anak-anak tujuannya ataupun materinya recount text misal. Kemudian kalau sudah jelas, anak-anak disuruh praktek.

Me : Apa metode yang sering anda gunakan dan apa alasannya?

EDS : Kalau metode yang saya gunakan biasanya story telling, karena itu lebih mudah mengingat anak-anak saya SMP. Dan kemampuan bahasa inggrisnya masih relatif rendah sehingga saya menggunakan story telling. Kalau yang lain mungkin agak sulit apalagi menggunakan google meet, tidak bertatap langsung.

Me : Bagaimana teknik dalam strategi untuk mengajar berbicara anda? jelaskan!

EDS : Ya kita menggunakan percakapan-percakapan yang sudah ada. Saya share video-video atau pun suara ke grup kelas. Lebih mudah difahami lagi yaitu video percakapan bahasa inggris baik itu native speaker atau bukan. Dengan melihat contoh-contoh percakapan itu anak akan lebih mudah memahami kemudian nanti bisa menirukan di rumah. Setelah itu dipraktikkan untuk tugas berikutnya, yaitu membuat video cerita pengalaman sekolah daring misalnya.

Me : Jelaskan apakah setelah anda mengaplikasikan strategi teaching speaking siswa dapat mencapai target keberhasilan?

EDS : Sebagian anak ada yang sudah, ada juga yang belum. Yang sudah tercapai mereka bisa menceritakan contoh pengalaman mereka dengan bahasa yang simple dan juga singkat. Kalau yang belum, masih terhambat karena kurangnya penguasaan vocab dan rasa percaya diri yang kurang.

Me : Evaluasi apa yang anda lakukan ketika siswa tidak mencapai target?

EDS : Evaluasinya ya kita lihat kemampuan anak berbicara. Bagaimana pronunciationnya sudah baik atau belum. Bagaimana fluencynya, kelancarannya, bagaimana stressing nya. Lha itu kita evaluasi. Jadi kalau masih kurang ya berarti nanti kita sampaikan kekurangannya.

Me : Bagaimana umpan balik yang anda lakukan pada siswa saat kelas online?

EDS : Saya melakukan timbal balik menyampaikan kekurangannya siswa, otomatis ya ini tidak langsung menyampaikan kekurangannya biar tidak minder. Ya sudah cukup baik, lumayan ya kita berikan apresiasi, tapi alangkah baiknya untuk berikutnya diperbaiki dalam hal ini misalkan pronunciationnya, stressingnya la kita sampaikan. Kemudian kalau dari siswa, ya siswa ditanya apa kesulitannya dalam praktek dalam berbicara bahasa inggris, lha kita tanya. Mereka menanyakan baru mereka jawab.

Me : Dampak/hambatan yang sering dihadapi ketika menerapkan strategi mengajar speaking dimasa Pandemi Covid-19?

EDS : Ya memang ada dampaknya terutama anak-anak yang merasa tidak mampu atau minder. Hambatannya ya itu anak itu malu, kemudian takut salah padahal sudah diberi tahu ndak usah malu, ndak usah takut salah. Atau kadang-kadang ya diam saja, anak-anak itu ndak mau nyalakan micnya atau kameranya saat google meet. Akhirnya kurang aktif atau bahkan kalau ndak hati-hati anak itu malah kurang tertarik bahasa inggris. karena takut itu tadi karena merasa tidak bisa. Maka ini kita harus hati-hati, jadi memberi tugas yang dianggap sulit tapi dengan cara yang menyenangkan. Nah jadi dampaknya kadang-kadang itu ya kurang tertarik, kurang senang terutama kalau kita tidak menjelaskan pentingnya materi itu, jadi kita harus hati-hati.

Me : Masalah/penyebab siswa tidak bisa mengekspresikan kata saat berbicara bahasa Inggris (online class)?

EDS : Kurangnya vocabulary seperti kata kerja, kata benda, itu masih kurang padahal itu yang setiap hari dilakukan itu saja sulit, menanamkan itu

sulit. Tapi untuk menghilangkan itu memang agak-agak sulit, tetap masih dibayangi. Maka itu bisa dikurangi sedikit-sedikit dengan cara sebisanya, yang mudah dulu. Jadi kalau misalnya salah ya jangan langsung kita salahkan justru malah kita apresiasi. O salah tidak apa apa belajar lagi. Tapi ditambah ini pelajarannya menggunakan online, jadi tidak semudah saat offline. Siapapun pasti mengalami kesulitan pasti. Ya pokonya sekarang sebisanya. Ya biasanya seperti itu anak itu ya merasa terbuka.

Me : Bagaimana masalah dan cara bapak menangani partisipasi siswa yang tidak merata?

EDS : Partisipasi tidak merata karena dari rasa percaya diri dulu, biasanya anak itu takut salah, kemudian malu. Makanya untuk mendorong itu salah gapapa, nda usah malu, anak berbicara sedikit sudah saya beri penghargaan nilai. Anak itu kalau sudah dikasih nilai kan seneng menjadi lebih semangat.

Me : Masalah yang dihadapi ketika siswa masih menggunakan bahasa indonesia daripada bahasa inggris ketika kelas online?

EDS : Karena rata-rata minat belajar bahasa inggris itu rendah, jadi tetap menggunakan bahasa ibu. Terutamanya vocabullary yang masih kurang.

2. **Name** : **SUY**

Time : **10/11/20 10:41**

Me : Hal apa yang pertama kali anda lakukan untuk mengajar speaking di masa pandemi covid-19 dan bagaimana cara mengimplementasikan hal tersebut?

SUY : Kalau covid ini pertama kali yang saya lakukan saya liat lks, dan menyiapkan materi dari lks itu. Sambil liat hp untuk materi tambahan.

Me : Jelaskan apakah anda dalam mengajar speaking sudah sesuai dengan silabus dan rpp?

SUY : Ya sudah sesuai dengan silabus sama rpp sama kok mbak. Ya karna guru harus begitu ya

Me : Apa tingkat pencapaian yang harus dicapai siswa dalam pembelajaran speaking? jelaskan!

SUY : Modalnya ya anak terutama vocabularynya kurang sehingga anak itu di harapkan untuk speaking itu anak tidak malu tidak takut. Itu sih yang menurut saya harus tercapai.

Me : Jelaskan salah satu materi yang anda ajarkan dalam speaking beserta kualifikasi apa yang harus dicapai siswa dalam materi itu?

SUY : Contohnya dengan pengayaan vocabulary. Jadi anak-anak diharapkan misalkan mau mengungkapkan the things around us, itu di harapkan anak mencatat bahasa indonesia dan bahasa inggrisnya. Disana nanti anak terus mengucapkan, kemudian nanti juga dilatih menggunakan “this is a, this is an, dsb”. Kemudian memperkenalkan diri itu termasuk juga pengajaran yang pertama di dalam kelas 7. Dibuat video biasanya.

Me : Pendekatan pembelajaran apa yang anda gunakan dan alasan memilih pendekatan itu?

SUY : Kalau saya ini student center approuch karena disana diharpkan anak itu berani mengungkapkan, walaupun dengan tertatih-tatih jadi bapak ibu guru itu hanya membimbing saja mengarahkan, mengamati.

Me : Bagaimana prosedur strategi yang anda gunakan? Jelaskan!

SUY : Prosedur nya ya saya share materi dulu misal tentang things around us. Saya share di grup kelas ini misal. Mereka nanti menghafalkan, jadi ketika ada sesi tanya jawab mereka bisa paham.

Me : Apa metode yang sering anda gunakan dan apa alasannya?

SUY : Metode yang saya pakai seringnya question answer, supaya siswa lebih aktif. Apalagi di masa covid seperti ini ya, karena tidak bisa ngontrol langsung seperti di kelas. Biar tau juga mana siswa yang aktif di google meet.

Me : Bagaimana teknik dalam strategi untuk mengajar berbicara anda? jelaskan!

SUY : teknik nya ya bisa menggunakan video, maksudnya kadang siswa saya suruh membuat tugas video. Trus juga menggunakan things disekitar mereka juga, jadi yang di pakai real things.

Me : Jelaskan apakah setelah anda mengaplikasikan strategi teaching speaking siswa dapat mencapai target keberhasilan?

SUY : belum sepenuhnya, karena kadang masih ada yang malu, karena disini juga ada beberapa anak yang abk (anak berkebutuhan khusus). Kendala nya siswa itu sekolah dirumah juga tidak ada yang membimbing. Belum ada basic. Jadi kendala dan negatifnya disitu

Me : Evaluasi apa yang anda lakukan ketika siswa tidak mencapai target?

SUY : Khususnya saat covid seperti ini kami juga perlu melakukan evaluasi pengulangan, jadi misalkan anak mengucapkan teacher bunyinya lain-lain, ya ini kita benarkan, lalu anak juga menirukan sehingga siswa mengulang-ulang, di repeat.

Me : Bagaimana umpan balik yang anda lakukan pada siswa saat kelas online?

SUY : Jadi disini kami selalu memberikan feedback dan arahan pada siswa ketika kelas online berlangsung yang jelas dont be afraid and dont be afraid make of mistakes. Selalu mendiskusikan ke anak supaya anak tidak takut. Karena menganggap bahwa bahasa inggris itu yang medeni, ternyata

enda. You know that English is international language. All of language must be spoken by writing by gesture and others.

Me : Hambatan/kendala yang sering dialami ketika menerapkan strategi mengajar speaking dimasa Pandemi Covid-19?

SUY : Anak kadang ada yang malu, karena disini juga ada beberapa anak yang abk (anak berkebutuhan khusus). Kendala nya siswa itu sekolah dirumah juga tidak ada yang membimbing. Belum ada basic. Jadi kendala dan negatifnya disitu.

Me : Masalah/penyebab siswa tidak bisa mengekspresikan kata saat berbicara bahasa Inggris (online class)?

SUY : Kurangnya penguasaan vocabulary itu. Jadi anak-anak diharapkan misalkan mau mengungkapkan bahasa indonesia dulu dan kemudian bahasa inggrisnya.

Me : Bagaimana masalah dan cara anda menangani tentang partisipasi siswa yang tidak rata di saat Pandemi Covid-19?

SUY : Yaitu yang sering kami alami anak terkadang ada yang down yang mentalnya kurang tidak semangat ketika pembelajaran online, tapi kita teacher membimbing memberi pendektan supaya anak aktif. Untuk speaking anak-anak itu tertarik , basicnya seperti itu, walaupun kadang dari SD sudah ada bahasa inggris tapi ya masih kurang.

Me : Masalah yang dihadapi ketika siswa masih menggunakan bahasa indonesia daripada bahasa inggris saat kelas online?

SUY : Karena speaking adalah language is spoken, bahasa itu harus diucapkan sehingga untuk mengajar bahas inggris juga 100 % using English. Vocabularynya anak kurang, sehingga anak itu di harapkan tidak hanya berbicara bahasa indonesia saja.

3. **Name : MIDA**

Time : 10/11/20 10:17

Me : Hal apa yang pertama kali anda lakukan untuk mengajar speaking di masa pandemi covid-19 dan bagaimana cara mengimplementasikan hal tersebut?

MIDA : Di saat pandemi seperti ini ya ngga beda jauh dari yang dulu, yang pertama kali saya lakukan ya menyiapkan rpp dan materi yang sesuai dengan silabus. Materi saya ambil dari buku panduan guru kemendikbud atau improve juga dari buku yang lain. Implementasinya saya ngikut rpp yang saya buat berdasarkan silabus.

Me : Jelaskan apakah anda dalam mengajar speaking sudah sesuai dengan silabus dan rpp?

MIDA : Sudah pasti, karena setiap mau ngajar saya selalu membuat rpp lalu ya step-stepnya dalam mengajar ya sesuai dengan rpp. Misal di awal saya menyapa siswa atau apersepsi lewat google meet, kemudian mengabsen dan lain lain lah mbak. Ya seperti pada umumnya apersepsi, yang beda cuma karena ini pandemi jadi lewat online.

Me : Apa tingkat pencapaian yang harus dicapai siswa dalam pembelajaran speaking? jelaskan!

MIDA : Seharusnya kan level achievementnya dalam speaking itu seperti pronunciation nya, penguasaan vocab, dan fluency. Tapi saya menilai dari kepercayaan diri mereka dulu, pede dan ngomong keras walaupun lewat hp online, tapi yang terpenting pede dulu itu kalau saya.

Me : Jelaskan salah satu materi yang anda ajarkan dalam speaking beserta kualifikasi apa yang harus dicapai siswa dalam materi itu?

MIDA : Jadi mulainya dari basic dan di kelas 7 itu ada “greeting”. Kalau membuat dialog yang complicated mereka kesulitan. Jadi dari yang basic dulu, misal menanyakan kabar, pengenalan diri, ya seperti itu. Karena kita kan ngajar nya setiap jenjang kan beda beda karakter anaknya. Misal aya ngajar di kelas 7 anaknya masih malu malu jadinya harus diasah. Nanti kalau kelas 3 pake beda lagi kan.

Me : Pendekatan pembelajaran apa yang anda gunakan dan alasan memilih pendekatan itu?

MIDA : Kalau saya lebih ke student center karena pembelajaran sekarang kan harus berpusat pada ke anak. Guru hanya sebagai pengamat kan. Karena ini kurtilas (k2013) kan seperti itu. Walaupun menggunakan google meet pembelajaran saat ini tapi ya tetap menggunakan itu. Pokonya menyesuaikan kondisi saat ini lah.

Me : Bagaimana prosedur strategi yang anda gunakan? Jelaskan!

MIDA : prosedur di saat seperti ini ya saya biasa memakai metode role play. Ya siswa bermain peran membaca dialog. Kalau yang baru awal-awal cuma membaca dialog itu si A jadi A. Tapi kalau sudah tengah semester dan menjelang akhir semester mereka itu berperan kaya membuat sandiwara atau dialog mereka sendiri di google meet.

Me : Apa metode yang sering anda gunakan dan apa alasannya?

MIDA : ya itu tadi metodenya strategi roleplay tadi ya, di masa covid ini apalagi semester baru kalau awal-awal anak-anak masih malu-malu membaca kan ya, masih plegak pleguk. Ada beberapa anak yang ndak dapat basic bahasa inggris nya..

Me : Bagaimana teknik dalam strategi untuk mengajar berbicara anda? jelaskan!

MIDA : Teknik untuk metode role play, jadi yang utama saya menumbuhkan rasa percaya diri anak dulu. Kalian bisa, nda ada kata nda bisa. Memberikan motivasi ke anak. Supaya anak itu nda malu ketika disuru untuk bermain peran membaca dialog walaupun dengan kondisi jarak jauh seperti ini.

Me : Jelaskan apakah setelah anda mengaplikasikan strategi teaching speaking siswa dapat mencapai target keberhasilan?

MIDA : Ya masih belum keseluruhan sih mbak, tapi ya tetap ada yang sudah berhasil. Misalnya ya kebanyakan siswa laki-laki yang sering respond di google meet. Mereka lebih aktif lebih percaya diri dibanding siswa perempuan. Perempuannya malah malu-malu. Padahal secara skill biasanya lebih mampu perempuan.

Me : Evaluasi apa yang anda lakukan ketika siswa tidak mencapai target?

MIDA : Evaluasinya, apalagi di masa pandemi seperti ini dan karena speaking ndak bisa di praktekan sendiri dirumah, harus ada lawan berbicara jadi ya saat itu juga di praktekan menggunakan strategi role play. disuruh speaking tetapi berdua, buat pancingan. Atau saya buat kelompok pas semua ada di google meet itu, yang satu bisa satune enda, di campur.

Me : Bagaimana umpan balik yang anda lakukan pada siswa saat kelas online?

MIDA : ya saya lebih memperhatikan lagi memberikan feedback ke anak yang jarang speaking atau yang masih malu malu. Saya kasih lebih banyak kesempatan, dan saya bimbing supaya lebih pede seperti teman temannya.

Me : Hambatan/kendala yang sering dialami ketika menerapkan strategi mengajar speaking dimasa Pandemi Covid-19?

MIDA : Masalahnya kurang percaya diri anak, kemampuan bahasa anak masih kurang, vocabulary nya. Apalagi ketika lewat google meeting banyak yang cuma diam. Kalau dari saya sendiri nda ada masalah hehehe, karena guru harus lebih paham daripada siswanya.

Me : Masalah/penyebab siswa tidak bisa mengekspresikan kata saat berbicara bahasa Inggris (online class)?

MIDA : Kadang kesulitan membuat anak aktif speaking, karena kosa-kata nya terbatas dan juga karena pembelajaran yang tidak langsung tatap muka ini. Sehingga banyak yang tidak mengaktifkan mic online class.

Me : Bagaimana masalah dan cara anda menangani tentang partisipasi siswa yang tidak merata di saat Pandemi Covid-19?

MIDA : Jadi masih belum keseluruhan karena mic siswa ada yang nyala ada yang tidak. Malah yang aktif itu laki-laki kebanyakan, dan akan dapat tambahan. Perempuannya malah malu-malu. Padahal secara skill atau keaktifan biasanya lebih ke perempuan. Ada nilai tambahan agar anak anak semangat, tapi kendalanya ya anak-anak itu saja yang semangat. Mengatasi siswa yang

kurang aktif, disuruh membaca dialog misal tetapi berdua, buat pancingan. Atau saya buat kelompok yang satu bisa satune enda, di campur.

Me : Masalah yang dihadapi ketika siswa masih menggunakan bahasa indonesia daripada bahasa inggris saat kelas online?

MIDA : Karena daerah pinggiran, hanya beberapa murid tertentu yang bisa belajar bahasa inggris dari awal, kebanyakan masih berbicara bahasa indonesia. Apalagi kalau lewat google meet mereka makin jarang mempraktekan bahasa inggris.

APPENDIX 3

Questionnaire

Result

Name : EDS

A. Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.

1. Apa hal pertama yang Anda lakukan untuk mengajar berbicara selama pandemi COVID-19?

Answer : browsing materi-materi

2. Apakah Anda mengajar berbicara sesuai dengan silabus dan rencana pelajaran (RPP)?

Answer : pasti, sesuai dengan silabus

3. Tingkat pencapaian apa yang harus dicapai siswa dalam pembelajaran berbicara?

Answer : sesuai dengan indikator dalam RPP, misalnya mampu mengungkapkan pendapat

4. Sebutkan salah satu materi yang Anda ajarkan dalam berbicara dan kualifikasi apa yang harus dicapai siswa dari materi itu?

Answer : misalnya membahas tentang teks recount, siswa harus menceritakan pengalamannya.

B. Choosing a learning approach system.

1. Pendekatan pembelajaran apa yang Anda gunakan selama pandemi Covid (pendekatan yang berpusat pada siswa atau pendekatan yang berpusat pada guru)?

Answer : memilih berpusat pada siswa

2. Mengapa Anda memilih pendekatan ini?

Answer : siswa adalah objek pendekatan ini sehingga mereka dapat berlatih berbicara secara aktif

C. Selecting and determining procedures, methods and teaching techniques.

1. Bagaimana prosedur untuk strategi pengajaran berbicara yang Anda gunakan?

Answer : Saya share di grup whatsapp dan persiapannya dulu, jadi persiapkan apa yang akan di sampaikan nanti di RPP. Kemudian jelaskan kepada siswa

2. Metode apa yang efektif dalam strategi pengajaran berbicara Anda?

Answer : story telling

3. Bagaimana teknik pengajaran berbicara Anda?

Answer : membagikan materi tambahan dengan menggunakan video Youtube

D. Establishing norms and minimum limits of success or criteria and standards of success.

1. Setelah Anda menerapkan strategi mengajar berbicara, apakah siswa telah mencapai target keberhasilan?

Answer : beberapa sudah, beberapa tidak

2. Jika siswa tidak mencapai target, evaluasi apa yang Anda lakukan?

Answer : untuk evaluasi, kita lihat kemampuan berbicara anak-anak

3. Cara apa yang Anda lakukan (feedback) setelah menerapkan strategi tersebut kepada siswa?

Answer : menyampaikan apa kekurangan yang dimiliki siswa

E. Inhibition

1. Salah satu hambatan anda dalam mengajar speaking adalah ketika siswa (selama pandemi covid)?

Answer : Siswa kurang percaya dalam berbahasa inggris/malu dan takut salah meskipun di kelas online'

2. Hambatan apa yang di alami siswa saat berbicara Bahasa Inggris selama pandemi covid?

Answer : Malu dan tidak percaya diri ketika berbicara di depan guru dan teman-temannya

F. Nothing to say

1. Mengapa siswa tidak memiliki inisiatif untuk berbicara Bahasa Inggris saat menggunakan mikrofon di google meet?

Answer : Siswa memiliki masalah menentukan kata – kata yang tepat dalam berbicara Bahasa Inggris

2. Bagaimana respon siswa ketika anda menyuruh siswa untuk berbicara menggunakan Bahasa Inggris (saat kelas online)?

Answer : Siswa tidak bisa mengekspresikan kata kata menggunakan Bahasa Inggris

G. Low or uneven participation

1. Apa penyebab partisipasi atau minat belajar siswa tidak merata dalam pembelajaran online?

Answer : Siswa yang aktif selalu siswa yang sama, dan siswa yang tidak aktif pun demikian

2. Apa penyebab siswa kurang memiliki motivasi untuk berbicara Bahasa Inggris selama pandemi covid?

Answer : Kurangnya percaya diri

H. Mother tongue use

1. Apakah siswa masih sering berbicara menggunakan Bahasa Indonesia daripada Bahasa Inggris saat pembelajaran berlangsung?

Answer : Sering berbicara bahasa Indonesia ketika pembelajaran online berlangsung

2. Anda mewajibkan siswa berbicara minimal mencampur Bahasa Indonesia dan Bahasa Inggris?

Answer : Kadang-kadang

3. Bagaimana respon siswa ketika anda berbicara Bahasa Inggris dengan siswa saat kelas online?

Answer : Banyak siswa yang tidak mengerti dan merespon dengan bahasa indonesia.

Name : SUY

A. Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.

1. Apa hal pertama yang Anda lakukan untuk mengajar berbicara selama pandemi COVID-19?

Answer : membaca LKS dan melihat ponsel

2. Apakah Anda mengajar berbicara sesuai dengan silabus dan rencana pelajaran (RPP)?

Answer : ya saya membuat dan membaca RPP

3. Tingkat pencapaian apa yang harus dicapai siswa dalam pembelajaran berbicara?

Answer : penguasaan kosakata, dan tidak takut salah

4. Sebutkan salah satu materi yang anda ajarkan dalam berbicara dan kualifikasi apa yang harus dicapai siswa dari materi itu?

Answer : misalnya things around us, mampu menyebutkan this is a, this is an, dsb.

B. Choosing a learning approach system.

1. Pendekatan pembelajaran apa yang Anda gunakan selama pandemi Covid (pendekatan yang berpusat pada siswa atau pendekatan yang berpusat pada guru)?

Answer : Saya lebih ke arah pendekatan yang berpusat pada siswa

2. Mengapa Anda memilih pendekatan ini?

Answer : karena guru hanya membimbing, mengarahkan, mengamati siswa.

C. Selecting and determining procedures, methods and teaching techniques.

1. Bagaimana prosedur untuk strategi pengajaran berbicara yang Anda gunakan?

Answer : saya share materi dulu, misalnya tentang hal-hal di sekitar kita (things around us)

2. Metode apa yang efektif dalam strategi pengajaran berbicara Anda?

Answer : question and answer

3. Apakah anda menggunakan strategi Information Gap / siswa bekerja berpasangan bertukar informasi?

Answer : Sering

4. Bagaimana teknik pengajaran berbicara Anda?

Answer : saya biasanya meminta siswa membuat tugas berupa membuat video

D. Establishing norms and minimum limits of success or criteria and standards of success.

1. Setelah Anda menerapkan strategi mengajar berbicara, apakah siswa telah mencapai target keberhasilan?

Answer : sudah, tapi hanya beberapa siswa saja

2. Jika siswa tidak mencapai target, evaluasi apa yang Anda lakukan?

Answer : evaluasinya dengan cara pengulangan kata-kata, yang salah harus di ulangi lagi

3. Cara apa yang Anda lakukan setelah menerapkan strategi tersebut kepada siswa?

Answer : memberikan umpan balik dan perhatian kepada siswa

E. Inhibition

1. Salah satu hambatan anda dalam mengajar speaking adalah ketika siswa (selama pandemi covid)?

Answer : Tidak mengerti apa yang di sampaikan selama pembelajaran online berlangsung

2. Hambatan apa yang di alami siswa saat berbicara Bahasa Inggris selama pandemi covid?

Answer : Khawatir jika salah mengucapkan kata/kalimat

F. Nothing to say

1. Mengapa siswa tidak memiliki inisiatif untuk berbicara Bahasa Inggris saat menggunakan mikrofon di google meet?

Answer : Siswa memiliki masalah menentukan kata-kata yang tepat dalam berbicara Bahasa Inggris

2. Bagaimana respon siswa ketika anda menyuruh siswa untuk berbicara menggunakan Bahasa Inggris saat kelas online?

Answer : Siswa tidak tau apa yang harus mereka katakan

G. Low or uneven participation

1. Apa penyebab partisipasi atau minat belajar siswa tidak merata dalam pembelajaran online?

Answer : Siswa yang aktif selalu siswa yang sama, dan siswa yang tidak aktif pun demikian

2. Apa penyebab siswa kurang memiliki motivasi untuk berbicara Bahasa Inggris saat kelas online?

Answer : Kesulitan dalam menentukan dan kurangnya penguasaan kosakata

H. Mothertongue use

1. Apakah siswa masih sering berbicara menggunakan Bahasa Indonesia daripada Bahasa Inggris saat pembelajaran online berlangsung?

Answer : Sering

2. Anda mewajibkan siswa berbicara minimal mencampur Bahasa Indonesia dan Bahasa Inggris?

Answer : Selalu

3. Bagaimana respon siswa ketika anda berbicara Bahasa Inggris dengan siswa saat kelas online?

Answer : Siswa merespon dengan mencampur bahasa indonesia dan bahasa inggris.

Name : MIDA

A. Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.

1. Apa hal pertama yang Anda lakukan untuk mengajar berbicara selama pandemi COVID-19?

Answer : mempersiapkan RPP dan materi

2. Apakah Anda mengajar berbicara sesuai dengan silabus dan rencana pelajaran (RPP)?

Answer : tentu saja, saya membaca RPP

3. Tingkat pencapaian apa yang harus dicapai siswa dalam pembelajaran berbicara?

Answer : percaya diri dan berani berbicara

4. sebutkan salah satu materi yang Anda ajarkan dalam berbicara dan kualifikasi apa yang harus dicapai siswa dari materi itu?

Answer : greeting misalnya menanyakan perasaan, kabar dan perkenalan

B. Choosing a learning approach system.

1. Pendekatan pembelajaran apa yang Anda gunakan selama pandemi Covid (pendekatan yang berpusat pada siswa atau pendekatan yang berpusat pada guru)?

Answer : Saya lebih suka memilih berpusat pada siswa

2. Mengapa Anda memilih pendekatan ini?

Answer : karena pendekatan di Kurtilas (K13) menuntut siswa untuk aktif ketika belajar

C. Selecting and determining procedures, methods and teaching techniques.

1. Bagaimana prosedur untuk strategi pengajaran berbicara yang Anda gunakan?

Answer : Saya biasanya menggunakan metode bermain peran. siswa role-play reading dialog

2. Metode apa yang efektif dalam strategi pengajaran berbicara Anda?

Answer : Role play

3. Bagaimana teknik pengajaran berbicara Anda?

Answer : Memotivasi dan menumbuhkan rasa percaya diri anak dulu

D. Establishing norms and minimum limits of success or criteria and standards of success.

1. Setelah Anda menerapkan strategi mengajar berbicara, apakah siswa telah mencapai target keberhasilan?

Answer : Tidak semua siswa telah mencapai target keberhasilan

2. Jika siswa tidak mencapai target, evaluasi apa yang Anda lakukan?

Answer : berlatih berbicara dengan orang lain

3. Cara apa yang Anda lakukan setelah menerapkan strategi tersebut kepada siswa?

Answer : Memberi umpan balik dan kesempatan kepada siswa

E. Inhibition

1. Salah satu hambatan anda dalam mengajar speaking adalah ketika siswa (selama pandemi covid)?

Answer : Tidak mengerti apa yang anda sampaikan selama pembelajaran online berlangsung

2. Hambatan apa yang di alami siswa saat berbicara Bahasa Inggris (kelas online)?

Answer : Malu dan tidak percaya diri ketika berbicara di depan guru dan teman-temannya

F. Nothing to say

1. Mengapa siswa tidak memiliki inisiatif untuk berbicara Bahasa Inggris saat menggunakan mikrofon di google meet?

Answer : Siswa tidak lancar/fasih dalam berbicara Bahasa Inggris

2. Bagaimana respon siswa ketika anda menyuruh siswa untuk berbicara menggunakan Bahasa Inggris saat kelas online?

Answer : Siswa tidak bisa mengekspresikan kata kata menggunakan Bahasa Inggris

G. Low or uneven participation

1. Apa penyebab partisipasi atau minat belajar siswa tidak merata dalam pembelajaran online?

Answer : Siswa yang aktif selalu siswa yang sama, dan siswa yang tidak aktif pun demikian

2. Apa penyebab siswa kurang memiliki motivasi untuk berbicara Bahasa Inggris selama pembelajaran online?

Answer : Kesulitan dalam menentukan dan kurangnya penguasaan kosakata

H. Mother tongue use

1. Apakah siswa masih sering berbicara menggunakan Bahasa Indonesia daripada Bahasa Inggris saat pembelajaran online berlangsung?

Answer : siswa sering berbicara bahasa Indonesia ketika pembelajaran online

2. Anda mewajibkan siswa berbicara minimal mencampur Bahasa Indonesia dan Bahasa Inggris?

Answer : Sering

3. Bagaimana respon siswa ketika anda berbicara Bahasa Inggris dengan siswa saat kelas online?

Answer : Banyak siswa yang tidak mengerti dan merespon dengan Bahasa Indonesia

APPENDIX 4

Photographs



APPENDIX 5

Research

Permit



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI SURAKARTA
FAKULTAS ADAB DAN BAHASA**

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-3047/In.10/F.V/PP.00.9/09/2020

29 September 2020

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.

KEPALA SMP NEGERI 23 SURAKARTA

di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa IAIN Surakarta memohon ijin atas :

Nama : **ERSA NUR ARODJIAH**

NIM : 163221242

Program Studi : Pendidikan Bahasa Inggris

Semester : 9

Judul Skripsi : The Strategies Used By English Teacher In Teaching Speaking (A Descriptive Study At SMP Negeri 23 Surakarta In Academic Year 2019/2020)

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 2 Oktober 2020 sampai tanggal 9 Oktober 2020.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.



Dekan,

Prof. Dr. Toto Suharto / S.Ag., M.Ag.

NIP. 19710403 199803 1 005